



The Effectiveness of Google Classroom as Asynchronous Learning Media in Civics Learning

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Abstract

Learning through asynchronous google classroom media is considered a learning solution during a pandemic. Unlike learning through synchronous media, the limitations of accessing technological devices such as laptops and smartphones can be overcome in asynchronous learning in google classroom. The purpose of this study is to see the effectiveness of google classroom as an asynchronous medium that is still used by teachers in Civics learning. This study uses a quantitative approach. Descriptive statistics are used to measure the distribution of respondents' responses to the research questionnaire. The questionnaire was distributed within a span of 7 days via google form and 30 teachers were selected as respondents in this study. The results of this study indicate that google classroom as an asynchronous media tends to be used by teachers and is considered effective in learning Citizenship Education (Civics). This research has implications as a scientific reference so as to encourage the extensification of e-learning learning theory, and can be used as material for evaluation and formulation of policies in the scope of learning.

Keywords: Asynchronous learning, google classroom, civic education, e-learning method

Paper type: Research paper

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INTRODUCTION

Covid-19 brings a multidimensional crisis, especially in the field of education. Concerns from various parties about the new cluster of covid-19 transmission in schools, forcing various elements of education to limit interactions (Lestari dan Gunawan 2020). One of the limitations of interaction is the provision of distance learning. This type of learning builds a learning management system (LMS) using technological devices (Rabiman, Nurtanto, dan Kholifah 2020). E-learning learning methods, such as synchronous and asynchronous learning, are becoming a new trend of distance learning solutions (Brady dan Pradhan 2020).

Learning that uses synchronous and asynchronous learning media, utilizing the network as the main element of learning. Synchronous media facilitates teachers and students to interact at the same time, while asynchronous media utilizes the network as a medium for storing subject matter (Nieuwoudt 2020). Through asynchronous media, teachers and students can access the material anytime and anywhere (Amiti 2017).

Although distance learning uses media such as synchronous and asynchronous, in essence, distance learning has various kinds of obstacles (Insiroh, Hariani, dan Mubaroq 2020). One of the main obstacles for teachers and students, they do not have devices to facilitate distance learning such as laptops and smartphones (Insiroh et al. 2020).

Besides, internet networks are needed in e-learning (Radha, Kumar, dan Saravanakumar 2020). Meanwhile, internet network facilitation has not been evenly distributed in various parts of the region, so that distance learning has not been implemented in an inclusive and social class manner (Syah 2020).

In answering these challenges, asynchronous learning media is the most likely medium to be selected as a learning facility. Because students who do not have devices and networks can access learning materials anytime and anywhere (Supriyanto et al 2020). Teachers and students do not need to interact at the same time.

Asynchronous media is indeed a possible solution for conducting distance learning. However, this asynchronous media also has various disadvantages. The absence of interaction between teachers and students can cause misconceptions and miscommunication so that learning is not delivered optimally (Mojica-Nava, Yanguas-Rojas, dan Uribe 2020).

Previous research has been conducted regarding synchronous and asynchronous learning. For example, research by Priyadarshini Dey and Somprakash Bandyopadhyay, namely "Blended learning to improve quality of primary education among underprivileged school children in India" shows that unequal technological support in schools affects learning achievement regardless of the socioeconomic conditions of students. However, this research does not focus on discussing how to develop asynchronous media as an alternative media that can be used (Dey dan Bandyopadhyay 2019).

Another study was conducted by Megawati Basri, Balqis Husain, Wiwin, namely "University Students' Perceptions in Implementing Asynchronous Learning During the Covid-19 Era". The results of this study indicate that google form as an asynchronous medium is still difficult to use by students who have limited internet networks (Basri, Husain, dan Modayama 2021).

In some of the studies above, it has not emphasized the main urgency of asynchronous learning, namely how the internet network is used as a medium for storing learning content. So that students and teachers can access these learning resources whenever they are able.

In addition to strengthening the variables that support the effectiveness of distance learning using google classroom, the novelty raised in this study is to see how teachers maintain google classrooms as an alternative to asynchronous media used in Civics learning. Through this novelty, it is hoped that it will be able to open an extensification of theory, not only for the provision of civic education, but also for learning other subjects through the asynchronous learning media google classroom.

METHOD

This study uses a quantitative approach. This approach was chosen to measure the perception of the sample in the population (Silalahi 2015). The population in this study were Civics teachers in Bandung, meanwhile, the sample in this study were 30 Civics teachers using asynchronous google classroom media who were selected through simple random sampling. The determination of respondents is based on the minimum limit of respondents in parametric statistics. Meanwhile, data was obtained through google form which was distributed online

between 23-31 December 2020. Data analysis used descriptive statistics to see the average distribution of perceptions (Muhson 2006). The research questionnaire was elaborated based on Hrastinski's research "A study of asynchronous and synchronous e-learning methods discovered that each supports different purposes" (Hrastinski 2008).

The researcher then chooses the related content to be tested. Because, content related is related to how teachers organize learning, interact with students, and express ideas through asynchronous media (Hrastinski 2008). In this article, the researcher brings class VIII Civics subject matter to positive attitudes towards the Indonesian government system as one of the aspects to be analyzed.

RESULTS AND DISCUSSION

Asynchronous as a learning media. There are various options for organizing learning through asynchronous media. Such as google classroom, Whatsapp, and WEB. To see the distribution of asynchronous media used by respondents, it can be visualized as follows.

Table 1.

Asynchronous Media

	Google Classroom	Whatsapp	WEB
Responses	19	10	1

Based on the table above, respondents on average use google classroom in Civics learning as asynchronous media. Some teachers also use whatsApp and the web as asynchronous media.

Responses. Respondents' responses to the research questionnaire can be visualized as follows.

Table 2.
Respondent's Responses

	Questionnaire Items	Responses			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	Through asynchronous learning, I can still deliver the subject matter well	3%	23%	20%	0%
2	Through asynchronous learning, students and I can communicate, ask and answer about learning content.	17%	57%	23%	3%
3	Through asynchronous learning, I am still able to express ideas or thoughts related to the subject matter	20%	60%	20%	0%

Based on the table above, statement no. 1 that Civics subject matter is still conveyed properly through asynchronous media. We can see that, on average, respondents agreed with this statement. Even though there are or some people who strongly agree or even disagree.

Meanwhile, statement no. 2 is a statement that the teacher can do the question and answer well even though through asynchronous media. Based on the responses above, the average teacher agrees to this question. Although we can have a significant number of teachers disagree with the statement.

Then, no.3 is a statement item that teachers can still express ideas / design Civics learning even though through asynchronous media. Based on the table above, the average teacher agrees with this. There are some teachers who strongly agree or disagree at all that they can express ideas / design learning well through asynchronous media.

Teaching through asynchronous media. Respondents considered that Google classroom can still be used properly to deliver Citizenship Education subject matter. This is following the statement that lesson content can still be delivered attractively even though it is through google classroom as an asynchronous medium. This depends on how the teacher's ability to innovate and compile subject matter (Japar, Fadilah, dan Syarifa 2020).

Besides, google classroom as an asynchronous media used by the majority of respondents has been proven to increase students' independence in learning. There is a significant increase in increasing students' critical thinking (Zuriah 2020). This can also be influenced by the google classroom which has been seen as a formal medium in learning (Sobaih, Hasanein, dan Elnasr 2020).

Civics online learning through google classroom is still able to increase the learning participation of students (Sadiyah 2020). Regarding Citizenship Education material in grade VIII on positive attitudes towards the Indonesian government system, it can also be conveyed properly through google classroom. This is closely related to the teacher's ability to make the material more interesting. Because, through asynchronous learning media such as google classrooms, teachers must compile teaching materials properly because the network is used as a storage medium for learning materials (Brady dan Pradhan 2020).

Citizenship Education materials in grade VIII on positive attitudes towards the Indonesian government system can be arranged in such a way by utilizing various features of the google classroom. Like replying to comments, using emojis as social support, and being able to compile task plans (Wong 2020). This asynchronous media google classroom can personalize learning needs for both students and teachers (Kumar 2020).

Interaction between teacher and student through asynchronous media. The interaction between teachers and students is an important factor in learning. Without interaction, the learning process cannot be implemented. Because interaction is a reciprocal relationship that demands a response between two individuals accompanied by the same meaning and interpretation (Setiadi 2020). Communication in education is absolutely necessary to reduce the level of tension and separation between students and teachers (Bolotnikov, Imangulov, dan Gimadeev 2020).

In google classroom media, the interaction between teachers and students is carried out through a technology intermediary (Computer Mediate Communication) or CMC (Meier dan Reinecke 2020). Even though using technology intermediaries, teachers and students still interact. In fact, the presence of media can increase the connectedness of social interactions between teachers and students (Hill, Bennett, dan Hunter 2021).

Based on the findings above, the teacher can still interact well with students. The various media features of the google classroom provide convenience to respond to one another even in different time contexts and allow the development of new pedagogical structures in online learning (Sudarsana et al. 2019) (Wong 2020) (Karalis dan Raikou 2020). The existence of good interaction between teachers and students even though it is through technological media, will form a good learning environment (Daniati, Ismanto, dan Luhsasi 2020).

Express idea trough asynchronous media. Expressing ideas means how teachers can compile various innovative lessons using google classroom. The findings above show that teachers can design learning very well through the media of google classroom. Various features in google classroom allow teachers to create a good learning environment (Wong 2020) (Okmawati 2020).

The reason google classroom is widely used as an asynchronous media is correlated with its various features. Google Classroom is easy to use, saves time because it is integrated with various Google features such as formative assessments and so on. Google Classroom is also flexible, can be used for free, and has a large storage media (Wong 2020) (Zakaria et al. 2021). These various features and conveniences, support teachers to compile learning materials through google classrooms (Wong 2020) (Sholah 2020).

CONCLUSION

Google classroom as an asynchronous learning medium is effectively used in Civics learning. Through google classroom media, teachers can still innovate in designing learning and conveying subject matter well. Teachers can also interact with students. Google classroom as an asynchronous learning medium is effectively used in Civics learning. Through google classroom media, teachers can still innovate in designing learning and conveying subject matter well. Teachers also can still interact with students.

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