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# Application of Google Classroom Applications as Media Thematic Learning in the Pandemic Period

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**Abstract.** This study aims to determine student understanding of the use of e-learning (Google Classroom) in supporting learning. The research method used is a qualitative method with observational and interview research procedures. The results showed that the understanding of the use of e-learning (Google Classroom) was quite easy to understand and had a positive effect in supporting learning. This shows that the students' understanding of the use of e-learning-based learning media on learning is already quite maximal, therefore it is necessary to increase the use of these learning media aspects so that e-learning based learning can run better.

## 1. Introduction

In December 2019 a deadly coronavirus emerged in Wuhan China and quickly spread throughout the world. This has caused the World Health Organization (WHO) as a world health organization to establish the Coronavirus or COVID19 as a pandemic. A pandemic is a situation where the entire world population is likely to be infected and potentially some of them get sick. The co-19 pandemic affected various sectors of life such as the economy, social, including education and culture.

For the continuation of the education process and in the context of participating in breaking the chain of the spread of the coronavirus, the implementation of learning in schools which were initially carried out face to face must be replaced by online learning. Information and communication technology continues to evolve and its use in the realm of education [1] and learning is increasingly in demand by educators who demand changes in social life, especially

in the aspects of knowledge, arts and culture [2]. Advances in information and communication technology erode all forms of difficulties that have hindered students from learning. It cannot be denied that the rapid progress of information and communication technology in the world of education triggers a tendency to transition from conventional face-to-face learning to contemporary learning based on e-learning that can be accessed by utilizing media [3], such as hardware and software devices, interactive multimedia and internet networks without limited by distance, space and time by anyone who needs it [4]. Learning patterns that are supported by a paradigm of high-level thinking require the role and sophistication of technology in the transfer of knowledge without compromising individual mobility [5]. High accessibility in obtaining information, knowledge, and insights without limits becomes a new learning method that interests students [6]. Technology and education cannot be separated, where the two things can collaborate for the process of delivering information. Blended learning is an activity that integrates innovation and technology offered by online or online learning with conventional learning [7].

Utilization of technology in the learning process encourages the creation of a variety of learning media that lecturers can choose to use in their learning. Most teachers use computer learning to support their learning through communication models, education, computers are one of the efforts to renew education including the teaching-learning process [8]. The renewal of this ICT-based learning system has a positive impact on the ability of students [9]. Besides, there is also progress in the field of information technology giving birth to new concepts in IT-based learning or better known as e-learning, one of which is Google Classroom. Google Classroom is a learning management system to make paperless assignments, distributions and assessments easier [10].

The results of this research are expected to provide information and innovations in the field of technology in developing learning for students and teacher lecturers in conducting learning and can prepare themselves to welcome the implementation of e-learning based programs.

## 2. Google Classroom

Google classroom is a foyer of mixed learning aimed at every scope of education intended to find a way out of difficulties in making, sharing and classifying each paperless assignment [11]. Supported by 42 languages, Google classroom can provide teachers who use this application access to a content management system that allows teachers to post the latest updates on material and assignments and work to their students.

The use of Google Classroom does not need to carry out a complicated installation process after an administrator has set up a Google account that is equipped with Google Apps for Education for a school, teachers and students can use Google Classroom with their respective Google email accounts. Teachers create new classes in Google Classroom. After that, the teacher can invite students to join by distributing the code obtained when registering a new class. Because it is integrated with Google email accounts, code dissemination can be done easily, both online and offline. Teachers can make paperless announcements and share documents because each uploaded file is integrated with Google Drive from Google. So that each student can read the announcement and download the shared file by the teacher.

## 3. Thematic Learning

The material taught in the 2013 curriculum especially in elementary schools is thematic. Thematic learning is integrated learning that uses themes to link several subjects to provide meaningful experiences to students [12]. One characteristic of thematic learning is that it is flexible, which means the teacher can link teaching materials from one subject to another, even linking them to the real-life of students and the environment in which the school and students are located.

Thematic learning is learning based on a theme that is used to link several concepts of subjects so that children will more easily understand a concept, because it is only based on one theme for several subjects taught [13]. The theme is the main thoughts or ideas that are the subject of conversation. Integration based on this theme links one problem with another so that the unity of knowledge is built up [14]. A knowledge that represents the unity of parts and the whole (part-whole relationships). Thematic learning will occur if authentic events or exploratory themes control the learning activities.

## 4. Research Methods

This research is a qualitative descriptive study. Qualitative research there is no distance limit between researchers and those studied [15]. The relationship that occurs in qualitative research is based on a sense of trust between the researcher and the investigator. When in the field researchers conduct an intense relationship to get closer and can get deeper data. Researchers are directly involved and present in the learning process to conduct observations and interviews. Researchers conducted observations for 2 months to obtain research data. Observations made in the form of observations in the course of the learning process.

## 5. Results and Discussion

Data obtained during the study, in the form of observations and interviews with respondents including responses from students and teachers regarding the application of e-learning and student understanding of the use of e-learning (Google Classroom) in supporting thematic learning. The results of this study are as follows:

**Table 1. Application of Google Classroom Applications in terms of Students and Teachers**

| Observations | Student | Teacher |
|---|---|---|
| Use of e-learning media (google classroom) | Never use e-learning media, but students support. | The use of e-learning based media is very good if the material provided is delivered and there is interaction from students. |
| Understanding of the use of e-learning (google classroom) | Students already understand the use of e-learning based media because it is effective. | Very helpful and effective in the learning process. |
| Difficulties, positive and negative sides | Students find it difficult to adapt to the use of e-learning based media. Can learn from home and avoid the spread of coronavirus because learning using the internet students are sometimes interested in opening applications other than the material being taught. | Teachers find it difficult to adapt in the use of e-learning media based on time-efficient and avoid the spread of coronavirus because learning uses the internet and online so supervision when learning is less controlled. |

Judging from the effectiveness of learning can be measured from four indicators, namely: 1) the quality of learning (quality of insurance), namely how much the level of information presented so that students can easily learn it or the level of error is getting smaller. The smaller the level of mistakes made means more effective learning. Determining the level of effectiveness of learning depends on achieving mastery of certain teaching objectives, usually called mastery learning. 2) suitability level of learning (an appropriate level of instruction), namely the extent to which the teacher ensures the level of readiness of students in receiving new material. 3) Time, i.e. time needed to complete learning activities. Learning will be effective if students can complete the lessons following the specified time. 4) incentives, namely how much effort the teacher motivates students to complete or work on

assignments and learn the material provided. The greater the motivation given, the greater the student's activeness so that learning will be effective [16].

## 6. Conclusion

Based on the results of the analysis of research data and the discussion that has been described, it can be concluded that the use of Google Classroom is quite easy and students understand the learning material. Although in its use, it must still receive guidance and supervision from parents so that negative things found during the study do not happen again. Besides, teachers in providing material should be more diverse and use language that is easily understood by students.

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