USE GOOGLE CLASSROOM AS EDUCATIONAL LEARNING MEDIA HINDU RELIGION AND CHARACTERISTICS AT 7 SMA DENPASAR

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ABSTRACT

Purpose: The aim of this research is to increase the activeness and sentence of students during the learning process. E-learning or online learning (on a network) is a method proclaimed in the 2013 Curriculum. As an online learning medium, Google Classroom can help maximize the learning process.

Method: This qualitative research intends to obtain an overview of distance learning to suppress the spread of Covid-19 in the school environment. The method used is observation, interviews, and document recording.

Results and conclusion: The results of Google Classroom providing space to continue learning even though it is hindered by distance, play, and time.

Research implications: In education, the internet can provide variants of online learning or e-learning. The utilization of Google Classroom in the learning process of Hindu Religion and Moral Education at SMA Negeri 7 Denpasar helps provide clear information about the benefits of using Google Classroom in the learning process in the Hindu Religion and Moral Education field.

Originality/value: This study focuses on using learning media for Hindu religious education with the Google Classroom application to improve students’ academic and non-academic quality in Hindu spiritual education lessons.

Keywords: Utilization of Google Classroom, Learning Media, Hindu Religious Education, Budi Character.

USE GOOGLE CLASSROOM COMO MEIO DE APRENDIZAGEM EDUCACIONAL RELIGIÃO HINDU E CARACTERÍSTICAS EM 7 SMA DENPASAR

RESUMO

Objetivo: O objetivo desta pesquisa é aumentar a atividade e a oração dos alunos durante o processo de aprendizagem. E-learning ou aprendizado online (em rede) é um método proclamado no currículo de 2013. Como um meio de aprendizado online, o Google Classroom pode ajudar a maximizar o processo de aprendizado.

Método: Esta pesquisa qualitativa visa obter uma visão geral da educação a distância para suprimir a propagação do Covid-19 no ambiente escolar. O método utilizado é a observação, entrevistas e registo documental.

Resultados e conclusão: os resultados do Google Classroom fornecem espaço para continuar aprendendo, apesar de serem difíceis pela distância, jogo e tempo.

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Implicações de pesquisa: Na educação, a Internet pode fornecer variantes de aprendizagem online ou e-learning. O uso do Google Classroom no processo de aprendizagem da religião hindu e educação moral em SMA Negeri 7 Denpasar ajuda a fornecer informações claras sobre os benefícios do uso do Google Classroom no processo de aprendizagem no campo da religião hindu e educação moral.

Originalidade/Valor: Este estudo tem como foco o uso de mídias de aprendizagem para educação religiosa hindu com o aplicativo Google Classroom para melhorar a qualidade acadêmica e não acadêmica dos alunos em aulas de educação espiritual hindu.

Palavras-chave: Uso do Google Classroom, Mídia de Aprendizagem, Educação Religiosa Hindu, Caráter Buddhi.

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1 INTRODUCTION

The use of information technology, which is currently a trend among students and even the wider community, is the internet. The internet is widely used for learning activities, such as searching for teaching materials, learning media, media for sending assignments, discussion forums, and so on. Because the internet can communicate information between computer networks that are separated by distance and time, it is often used in distance learning activities. Seeing this, various learning applications have emerged individually and can be downloaded for free or paid. One of them is the Google Classroom application. Google launched this application with the hope that educators and students can establish relationships and build conducive learning conditions by utilizing the Google Classroom application provided free of charge by Google. Using technology to advance education is one way to produce higher-quality student output. The desire and purpose of the renewal of the old curriculum to the new curriculum are to see significant changes in students' learning process abilities (Ismi, H., & Hasanah, U. 2023).

However, to make students able to sort well with internet media, it is necessary to provide knowledge. The study results (Reginasari, Annisa, and Annisa, 2018) state that the challenge for today is to connect digital literacy in the education system. In this case, internet media literacy is essential for students. Internet media that provides various means for learning can be utilized appropriately by students. Research conducted by (Sutrisna, 2018) shows that students' literacy skills can be seen using new media, including Google Classroom. This internet literacy ability can make students more connected to new media.

In education, the internet can provide variants of online learning or e-learning. The study results (Sabran & Sabara, 2019) state that using new media is an adaptive use because it can deliver solutions in teaching and learning methods. Thus, this study focuses on using learning media for Hindu religious education with the Google Classroom application to improve students' academic and non-academic quality in Hindu spiritual education lessons (Toledo Sarracino, D. G. 2023).

2 METHOD

This qualitative research intends to obtain an overview of distance learning to suppress the spread of Covid-19 in the school environment. Hindu religious education learning media referred to in this study is Hindu religious education learning media using Google Classroom, which can be accessed using internet services. The research was conducted by first conducting a survey of teachers and students regarding using Google Classroom. The survey was carried
out using a Google Form whose link was shared via the WhatsApp application. (Word & Grace, 2020).

3 RESULTS AND DISCUSSION

3.1 Google Classroom In-App Learning Features

The Google Classroom application is an application that has a small amount of memory, so it does not take up much storage space and can be installed on a PC (Personal Computer) or smartphone. Google Classroom is available on the Google Play Store service. This application is easy to access anytime by directly downloading or downloading it on the Play Store if you want to install it on a smartphone. Google Classroom is directly connected to Gmail, making it easier for users to see notifications or notifications about things happening in the learning application.

When you open Google Classroom, the first thing that comes out is the classes you've joined. Educators can create several courses, and the number of types is adjusted to the style needed for the benefit of the students to be taught. If the educator teaches nine classes, the educator can create nine classes by naming the class being taught so that students are not confused by the subject. Educators can pin the subjects taught at the bottom of the class name (section) of the course to which he belongs. On the outside, it will be seen how many students are members of the class so that educators can call students who have not joined and ask to join immediately so that information is not left behind during the learning process, as in the following image.

![Initial View of Google Classroom Class](image-url)

**Figure 1.** Initial View of Google Classroom Class  
**Source:** Prepared by Author,(2023).
According to Immaduddin (2008:15), three main features stand out from Google Classroom, namely:

1) Forums
It is a place where educators and students can post announcements spontaneously or announcements that have been scheduled. In the forum feature, educators can also share information and have open discussions with students.

2) Classwork
It is a feature that contains material or assignments given by educators to students; in the class assignment itself, there are several more sections such as assignments, questions, materials, use postback, and topics.

3) Member
It is a feature that tells the identity of educators and students. With this feature, educators can create online classes, meaning that educators can add students via a Gmail account or add other educators with class groups teaching in the same category if the foremost educator in the class has problems doing online courses.

Students enter using Gmail, the student's username begins with the absent number and is followed by the full name. If something happens, educators can make calls through students' Gmail accounts already connected to Gmail in the member feature. Vice versa, students can submit notifications or questions through the educator's Gmail account linked to Gmail in the member feature. These three things are primary features in Google Classroom that are available on a smartphone display, while on a PC, there are four primary features: Forums, Classwork, Members, and Assessments. This assessment part is also in the application for smartphones. It's just that it looks different, not in a row like on a PC, but in each student's assignment. There is no significant difference because the application and method remain the same.

In the assessment feature, educators can find out which students have not submitted or submitted assignments late, even if the teacher accidentally skips student assignments for inspection. This helps educators not to be confused about asking who has not submitted assignments because everything is displayed. Students cannot lie or give reasons in a repeating pattern, namely, saying that they have submitted assignments when they haven't because of the digital footprint.
Figure 3. Views of Google Classroom on Smartphones and PCs
Source: Prepared by Author,(2023).
Educators who want to take attendance with Google Forms because it is systematic and more accessible will not experience more problems than doing manual attendance through chat applications. Google Form links can be posted in Google Classroom without fear of drowning in reply messages or questions from students about the link; the advantage is that the posts that have appeared will have a unique column to respond to the position in question so that the appearance of Google Classroom looks neat, simple and clean.

In the forum feature, educators can upload any posts, whether announcements, assignments, materials, absences, or discussions. The advantage is that students and educators can have simple discussions about unclear questions without fear of drowning in replies from other parties, such as chat applications in general. Every post that appears has a comment column available. Every class member will receive an incoming notification about the reply sent on the seat.

Suppose students are confused looking for material posted long ago, namely three months ago. In that case, students don't need to be afraid of being bored scrolling down to find old posts, and it is enough with the educator pinning the topic of a chapter. For example, in the Panca Sradha Chapter, then in the Classwork feature, the matter will have its section. The appearance of Google Classroom is systematic, and the existing features support each other. For a more uncomplicated display on the smartphone, the appearance and function of the more complex Google Classroom features are on display on a PC. There is no significant difference, only in the placement of each component that distinguishes Google Classroom on a Smartphone and the appearance of Google Classroom on a PC, as shown below.

![Figure 4. Classwork feature in Google Classroom](image)

Source: Prepared by Author.(2023).

Seen on the left are the topics used to distinguish one chapter from another, the division of these topics makes it very easy for educators and students to find the material; if an educator forgets to give the material to what extent, this helps to remember it, while the participants...
addition to assisting students in placing the material, it also makes it easier for them to find out what tasks are still pending or have not been completed.

In Classwork, educators can choose questions that educators widely use to take attendance because it is easier than using Google Forms. Kadek Dwi Utami, an educator in the field of Hindu Religious Education, said:

"I think using Questions is easier; there is no need to create serial numbers one by one for the dropdown; you can already see the missing numbers in the children's GC accounts. If you use Google Forms, you can do it, but it's a bit complicated to make; for typing a lot, sometimes I'm lazy too" (interview March 11, 2021, at 10.15 WITA) as shown below.

![Figure 5. Question pada Fitur Classwork](image)

**Source:** Prepared by Author, (2023).

Kadek Dwi Utami also added that even Google Forms are easy to use,

"Yeah, I hope if you want to check, you can sort it (dropdown), absent by class, so later just copy it to the Spreadsheet and keep sorting it; it looks like the absence because, in Google Classroom's Question, you have to do it again in each class. Yes, where is the comfort? There are pluses and minuses," he said.

The feature in Classwork, namely question, is a feature that is used when educators have brief questions for their students. Still, almost all educators in the field of Hindu Religious Education and Budi Pekerti use it to take attendance. This is because educators have problems opening Google Classroom on PCs; educators prefer this because it is practical; if using Google Forms, it must be changed first to Spreadsheets; Google Forms are better used to take attendance when holding tests.

Similar questions were also asked by another teacher of Hindu Religious Education and Budi Pekerti, Komang Ayu Tri Ratnadewi,

"It's not difficult on the cellphone; just click, click open, because the cellphone must be on. I also sometimes like to be lazy every time I teach to open the PC even though I'm just absent; moreover, it can be scheduled for posting, so it's easier," said the
woman who had also finished the Master's program (interview March 11, 2021, at 10.16 WITA)

Based on the above, it is true that using the question in the Classwork feature is easier to do because students' gmail accounts are sorted by their absence number, so if students take attendance, they have to submit or collect answers. Google Forms is a similar application whose purpose is to conduct surveys, which makes it more complicated than using Questions. The following is an example of student attendance using the Question feature.

Figure 6. Display of Question Posts for Attendance
Source: Prepared by Author.(2023).

Figure 7. Assignment Collection on Google Classroom App
Source: Prepared by Author.(2023).
The many benefits offered by the Google Classroom features significantly influence the learning process at SMA Negeri 7 Denpasar, especially conducting online learning during pandemic conditions like today and to answer the challenges of education in the industrial era 4.0. For this reason, the Google Classroom application needs to be implemented and developed correctly.

Based on observations from our research, there were several aspects during the learning process, including communication and student discipline in working on and collecting the assignments given. It begins with an introductory stage, where students are involved in discovering the features of Google Classroom. At this stage, students actively find and provide sources of information in the form of articles, tutorials, and others related to the use of Google Classroom. The first test of using this method went smoothly even though there were technical obstacles in the ability/speed of the available internet network. Overall, all students can use the features this google classroom application provides. The next stage, the implementation stage, is where educators create a class and students add accounts to be involved in the learning process. This stage is carried out by providing learning materials in the form of PowerPoint, videos, flash, and textbooks and sending questions to students. In the learning process, students actively discuss the material presented. Some students asked questions, and some students commented on the questions asked. The last stage is the evaluation stage, where educators submit assignments to students to be collected according to the specified time. From the observations, we noted that the discipline of students to collect commissions as determined was very satisfying. This is in line with the aim of this research to increase the activeness and sentence of students during the learning process.

4 CONCLUSION AND SUGGESTION

Google Classroom is the correct online learning method involving educators and students actively in the learning process of Hindu religious education and character. This method can facilitate the learning process wherever students are not limited to classrooms and available books.

REFERENCES


