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CHAPTER 4

FINDINGS AND DISCUSSION

4.1. Findings

    Chapter IV contained the display of the findings based on the data collected from the instrumental tools of the researcher himself, descriptive reflective observational field notes, open-ended students' questionnaires, and unstructured teacher's interviews to results in their discussion that involve theoretical and practical blending and mixing as well as the researcher opinion and perception based on empirical experience.

4.1.1. The Implementation Of Online Learning In Schools Using The Google Classroom At Tribhakti High School Students During The Covid 19 Pandemic

Table 4.1

E-learning Design

No.	E-learning Design	Yes	No	Activities
	Portal e-Learning Design			
	Domain, webhosting		√	
	Softwwere/LMS (Html+php, Moodle, WebCT)		√	
1.	Theme (header, logo, vision, mision of school)	√		
	Course Category (claas, grade)	√		Teachers made online classes based on each class subject
	Feature (blog, module)	√		The teacher created blogs and learning videos that could be

No.	E-learning Design	Yes	No	Activities
				accessed via the links that had been shwered by the teacher
	User access (admin, teacher, student)	√		Each class account would be shwered with each student and teacher as a teacher as well as an admin
2	Contain e-Learning Design			
	Instructional design	√		The teacher made the design of the instructions contained in the lesson plan
	Purpose	√		The teacher made instruction designs while providing exposure to the learning objectives to students

No.	E-learning Design	Yes	No	Activities
	Strategy	√		The teacher made the strategies contained in the lesson plan
	Coverage material	√		The teacher prepwered the material to be taught using a video blog system, or blog
	Evaluation	√		The teacher made an evaluation of learning outcomes in accordance with the lesson plan
3	Study Resource Design			
	Multimedia-based teaching materials	√		The teacher distributed material links in the form of blog video blogs, and power point power point slide shows
	Support material	√		Each student was given a student book as a supporting book

No.	E-learning Design	Yes	No	Activities
	Enrichments link	√		Each class link, the material would be shwered via the WhatsApp chat group
	Activity E-learning Design			
	Forum (discussion, greeting, reflection, information)	√		1. The teacher greeted the students to join the class on Google Classroom 2. The teacher asked students if they had problems accessing class on Google Classroom 3. The teacher started the class by greeting, to encourage the students

No.	E-learning Design	Yes	No	Activities
				4. The teacher told the material to be given 5. The teacher dwastributed material in the form of blogs, power points, video blogs
	asignment (essay, online asignment, offline asignment)	√		The teacher divided students into small groups to dwascuss the material given Student Students work on assignments by dwascussing, solving problems and sharing experiences.
	Quiz (multiple choice, arangement, essay)	√		The teacher gave assignments to

No.	E-learning Design	Yes	No	Activities
				students to answer practice questions
	Video conference, survey, chat, etc	√		Interactive sling teacher and student in group chat

4.1.1.1. Portal e-Learning Design

Distance learning using an e-learning platform wass an alternative so that you could still absorb lessons. At present, there were many e-learning platforms or portals that could be used for the learning and teaching process, ranging from domestically made to foreign ones. As for its used by accessing it online and the cost was relatively cheap, some were even free.

The purpose of this teaching design was a more specific statement of how and what degree of instruction would affect the learners. The aims should describe the actions taken by the learners at the end of the instructional event that could be measured empirically by the observer. Goals must be articulated to create instructions. However, goals were subordinate to goals and may not need instructional design. Objectives were important if students were to be evaluated based on standards or specific creteria characteristics. If participants were not evaluated in this way—for example, if instruction was intended to foster creativity or critical thinking—then writing specific instructional circumstances might really be an right step for instructional design. Popular approaches to writing and goals included Mager's (1984) development of performance goals (determining actions, conditions, and criteria); Dicket al. (2009) a dual approach to setting goals and aims by either

consulting subject matter experts or taking a technology performance approach (derived goals and aims from data collected during needs and task analyswas); Heinich et al. (2002)

4.1.1.2. Activity E-learning Design

Stage 1: light interactive activities,

Weeks 1 and 2:

Light interactive activities with the aim of making students familiar with the online learning environment and getting to know other students. Example: icebreaker, to build personal presence and open communication channels for the learning community in a fun way, so that they felt a fun learning atmosphere

Stage 2: activities that needed critical thinking, reflection, and brainstorming

Weeks 3 and 4:

Contain activities that needed critical thinking, reflection, and brainstorming. This activity aims to develop academic ideas and shared them with others in the form of peer review in pairs

Stage 3: activities for collaboration, problem solving, and sharing experiences

Weeks 5 and 6:

Useful for developing collaboration skills to solve problems and shared experiences in small groups. The form of activity could be in the form of discussions, role playing, games, simulations, and others

Stage 4: student-led activities

Stage 4 which was carried out in the 7th week until the end of the semester has student-led activities. Students in larger groups created and lead activities for the deepening of certain material.

4.1.2. **Teachers' preception towards The Implementation Of Online Learning In Schools Using The Google Classroom At Tribhakti High School Students During The Covid 19 Pandemic**

Table 4.2
Teacher perception Questioner

No	Questions	Responds	Respondents
A			
1	Do you provide daily learning materials to students during the pandemic?	Yes No	80% 20%
	If not, explain your reasons:		
2.	Have you ever and always given teacher orders or instructions through social media every day?	Yes No	80% 20%
	If not, explain your reasons:		
3	Do you provide an understanding of those orders and tasks online on a daily baswas in advance?	Yes No	70% 30%
	If not, explain your reasons:		
4	Did you have a Google Classroom app during pandemic time to perform teaching -learning tasks?	Yes No	100% 0%
	If not, explain your reasons:		

5	Could you understand the menus in the Google Classroom?	Yes	100%
		No	0%
	If not, explain your reasons:		
B			
6	Do you always post feedback on the student forums on Google Classroom?	Yes	100%
		No	0%
	If not, explain your reasons:		
7	Do you always give the material given to students in the material menu in Google Classroom?	Yes	100%
		No	0%
	If not, explain your reason:		
8	Do you give quizzes in Google Classroom?	Yes	80%
		No	20%
	If not, explain your reasons:		
9	Do you give class assignments in the question menu on Google Classroom?	Yes	80%
		No	20%
	If not, explain your reasons:		
10	Do you always correct student work and give grades in the Google Classroom assessment menu?	Yes	65%
		No	35%
	If not, explain your reasons:		

The results of the collected questionnaires showed that teachers could access

Google Classroom and always provide feedback. (100%). And some of the teachers did

not correct the work of the students (65%). Some teachers have prepwered materials, given instructions, assignments, and quizzes for students (80%).

4.1.3. The problems that the teachers encountered in The Implementation Of Online Learning In Schools Using The Google Classroom At Tribhakti High School Students During The Covid 19 Pandemic

The results of the questionnaire showed that there were still many who had not given satisfactory results due to the many obstacles experienced by teachers and students. There was still a lack of interaction between students and teachers in the Google Classroom. Teachers were sometimes not able to ease navigation in interactivity. the teacher as a whole, they were not ready for digital learning, such as the lack of network availability, such as students in rural wereas/wereas where it was difficult to provide adequate networks.

The teacher's perception of learning google classroom during the COVID-19 pandemic era as could be read from the results of the interview with teacher 1 as follows: "It was different from direct learning in this Google Classroom. So in real-time, it meant that such as, children who had difficulty, it was impossible for them to get a direct understanding of how when they met face-to-face, so sometimes there was an explanation, which was indeed in a limited mode like that, maybe it made the understanding of the material somewhat reduced" (25 may 2021).

While the results of interviews with teacher 2 obtained the following data: "Because this was a new thing for them, I understood that most of them were not disciplined, apart from long distance, and could not meet face to face, so I think the discipline of students here was still lacking." (26 May 2021).

Based on the exposure to the data above, it could be concluded that the shortcomings in real-time such as children who had difficulty with the material did not get direct understanding as when face-to-face and student discipline was still lacking.

4.2. Discussions

4.2.1. Learning materials

The teacher when delivering the material, the material presented should not be too much. it meant that only conveying the points was given time between giving the material and giving students the opportunity to read the material and then did to the next material, and equipped with interesting videos or pictures that supported the material.

4.2.2. Learning Media

In the teacher's opinion, the most effective media was video, based on observations during the Google Classroom learning, the teacher had not provided video examples related to material, only using image examples. However, based on the results of interviews, the teacher had provided video links related to learning materials to students through the WhatsApp group.

4.2.3. Rating

The teacher's perception of the evaluation results on the material was still low, the teacher assumed that students were not used to doing online questions, besides that there were also some students who did follow-up evaluation questions because when of learning they did not follow due to problems with internet access.

4.2.4. Learning methods

The teacher's perception of the learning methods that have been used in the material, namely the question and answer method, there were still a few active students,

from class X, there were only 50% active children. Based on the results of observations, students were not very active during the learning process.

4.2.5. Strategy

Before starting learning, the teacher sent information to students via WhatsApp groups related to learning, because WhatsApp had low data usage, which was different from Google Classroom which requires a strong network. Then if there were students who did not follow the Google Classroom learning, the teacher asked students to remind each other, also the teacher reminded himself via WhatsApp chat or via WhatsApp group so that students followed the lesson.

4.2.6. Obstacle factor

The teacher as a whole, they were not ready for digital learning, such as the lack of network availability, such as students in rural areas/ areas where it was difficult to provide adequate networks. The teacher provided a solution by giving advice to students to change provider if possible, if it was not possible the teacher also understands the situation.

Meanwhile, if viewed from internal factors, it was from the students themselves that sometimes there were students who did not like the material or the learning, this could be overcome by the way the teacher always motivates students, making learning as interesting as possible, such as providing variations between learning, assignments, and evaluations. For the implementation of teacher learning through Google Classroom while for evaluation and assignments through Google Form.

4.2.7. Supporting factors

The teacher, one of the supporting factors was that students were interested in learning, students were interested in participating in Google Classroom learning because it was something new for students, curiosity makes students active in Google

Classroom, besides that there was direct interaction between students and teachers so that when students had difficulty or during discussions students could directly comment and asked questions. While the supporting factors of internal factors at Tribhakti Tanggulangin High School between home room teachers, subject teachers, guardians of students were interconnected, there was communication. So it could decrease miss communication, so that it could make it easier for subject teachers to check students.
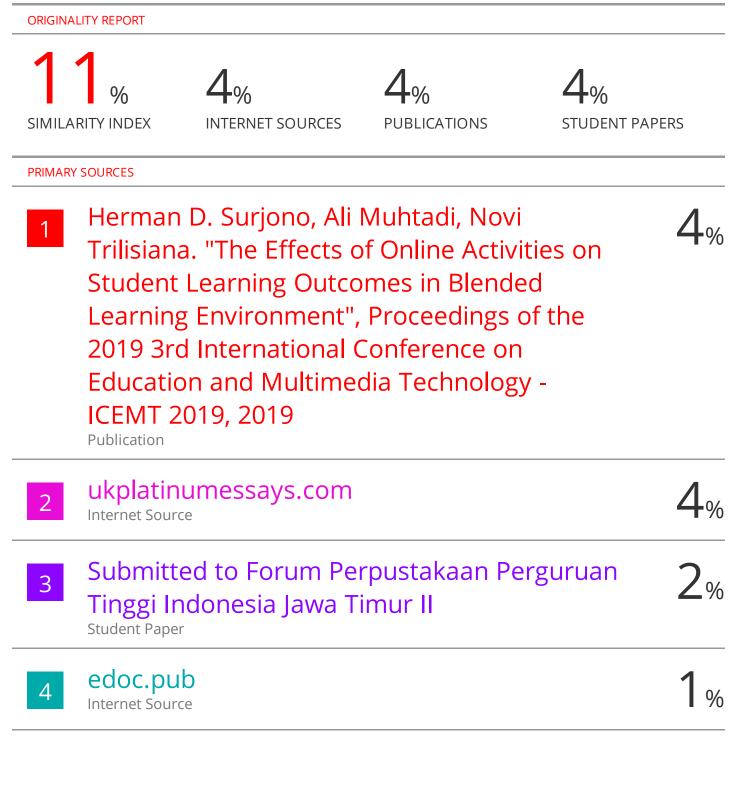
4.2.8. Advantages

Meanwhile, the advantages of Google Classroom were that it has good features and was integrated with active email so that it allowed students to took part and could be used to deliver materials, evaluations, and tests in one application frame. The theory put forward by Yaniawati in Simanihuruk, et al (2019: 18) learning with e-Learning provided benefits such as facilitating information related to lessons and the self-development needs of students, facilitating teacher interaction with students, as well as student interaction. one with another student. Students could make it easier to get access to teaching materials, and did the tasks given, besides that students also access exam questions easily and did them within a predetermined time span.

4.2.9. Deficiency

In the teacher's opinion, students' understanding of the material would be different when face to face as in a school building, this was one of the shortcomings of learning google classroom during the COVID-19 pandemic era because some students still needed the teacher about material that was difficult to understand.

The drawbacks were that in real-time, children who had difficulty with material did not get a direct understanding as when face to face, and student discipline was still lacking in participating in learning.

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