



PROSIDING WEBINAR NASIONAL PRODI PGMI IAIN PADANGSIDIMPUAN

Tema

Pengembangan Kurikulum Berbasis Standar Nasional Pendidikan Tahun 2021

Diselenggarakan pada 5-6 Juni 2021

Reviewer

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Prosiding Webinar Nasional Prodi PGMI IAIN Padangsidempuan

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Padangsidempuan, 22 Juni 2021

Dr. Lelya Hilda, M.Si.

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FLIPPED LEARNING APPROACH: USING GOOGLE CLASSROOM IN TEACHING ENGLISH IN SMKN 1 PADANGSIDIMPUAN

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ABSTRAK

Kebijakan pembelajaran berbasis rumah sudah berjalan hampir satu tahun sejak wabah Covid-19 muncul. Selama pembelajaran berbasis rumah, terdapat beberapa aplikasi dalam menjalankan proses pembelajaran. Ada yang bisa berbagi informasi melalui Whatsapp, video call melalui Zoom, atau platform pembelajaran online lainnya. Google Classroom merupakan salah satu platform di internet yang melayani ruang belajar online. Guru menggunakan Google Classroom dalam berbagai cara untuk memberikan tugas kepada siswa dan untuk memberikan umpan balik yang efektif dan efisien, misalnya, dan itu bisa menjadi halaman arahan yang bagus bagi siswa saat mereka menavigasi tugas. Dalam lingkungan terbalik, siswa membuat catatan pada video instruksional secara digital, Kelas dapat digunakan untuk menetapkan unit Google Dokumen kepada siswa untuk tujuan itu. Dengan menerapkan pendekatan flipped learning dalam pembelajaran bahasa Inggris bahasa Inggris dengan bantuan platform teknologi dapat membuka jalan bagi siswa untuk meningkatkan kemampuan bahasa Inggris mereka. Oleh karena itu, peneliti bermaksud untuk menyelidiki tentang bagaimana persepsi guru SMKN 1 Padangsidimpuan dalam menggunakan pendekatan flipped learning melalui Google Classroom dalam pengajaran bahasa Inggris. Penelitian ini menggunakan pendekatan penelitian kualitatif deskriptif. Fokusnya adalah mengundang 6 Guru Bahasa Inggris SMA yang pernah mengajar Bahasa Inggris di SMKN 1 Padangsidimpuan. Persepsi guru terhadap penggunaan google classroom memiliki respon yang positif. Seluruh guru SMK N1 Padangsidimpuan menggunakan pendekatan flipped learning melalui google classroom dalam mengajar bahasa Inggris, hal ini sangat berguna untuk membuat siswa siap belajar dan mendapatkan materi pada saat itu juga.

Kata Kunci: *Flipped Learning, Google Classroom, Pengajaran Bahasa Inggris*

ABSTRACT

Home-based learning policy had run for almost one year since the Covid-19 outbreak emerged. During home-based learning, there are several applications in carrying on the learning process. Some can share information by Whatsapp, video call through Zoom, or others online learning platforms. Google Classroom is one of the platforms on the internet that serve the room for learning online. Teachers use Google Classroom in a variety of ways to deliver assignments to students and to provide effective and efficient feedback, for example, and it can be a great landing page for students as they navigate assignments. In flipped environments students take notes on instructional videos digitally, Classroom can be used to assign a unit Google Doc to students for that purpose. By applying the flipped learning approach in the teaching and learning of English English with the aid of technological platforms can pave the road for students to improve their English skills. Therefore, the researcher intends to investigate about what are teachers' of SMKN 1 Padangsidimpuan perceptions of using flipped learning approach through Google Classroom in teaching English. This research used descriptive qualitative research approach. It focused to invite 6 the High School English Teachers who has been teaching English in SMKN 1 Padangsidimpuan. The teachers' perceptions toward the using of google classroom have a positive response. All the teachers from SMK N1 Padangsidimpuan use the flipped learning approach through the google classroom in teaching English, it is very useful to make students ready to learn and get the material at the time.

Keywords: *Flipped Learning, Google Classroom, Teaching English*

INTRODUCTION

COVID-19 pandemic affects all of the things in the world, especially in the Education and Learning process. Schools in the world are forbidden to do teaching-learning processes in the classroom meanwhile avoid the spreading of the COVID-19. Because of that teachers and students are forced to still stay at home and doing the learning process online or through the internet (Home-based learning).

Home-based learning policy had run for almost one year since the Covid-19 outbreak emerged. It applied to all levels of education and the informal institution as well. Although schools plan to open the face to face classroom after these long holidays with extra caution, country still need to think of the possibility of the off-school if the situation worsens, how to make the educational program more effective. The Minister of Education and Culture Nadiem Anwar Makarim encouraged all parties to ensure that learning continues for students living in the green zones, who can start face-to-face learning under strict health protocols, as well as those who live in yellow, orange and red zones, who have to continue learning from home. So in several area of Indonesia, schools learn from home by using online platforms/applications.

During home-based learning, there are several applications in carrying on the learning process. Some can share information by Whatsapp, video call through Zoom, or others online learning platforms. There are so many digital classes aimed at teaching-learning processes such as Rumah Belajar, Kahoot, Edmodo, and one of the learning platforms that popular now is Google Classroom.

Google Classroom is one of the platforms on the internet that serve the room for learning online. Google Classroom is the most downloaded free application on the Google Play Store and Apple App Store since some schools and universities have implemented a study from home policy to prevent the spread of the Covid-19 pandemic. It could be used on the smartphone also on the computer. Google Classroom has been downloaded more than 100 million times through Play Store. This achievement is quite extraordinary because according to AppBrain research, As of March 10th, Google Classroom saw a huge spike to the top 5 of the Play Store's education catalog in the

United States. In Mexico, Canada, Finland, Italy, Indonesia, and Poland, the app has also been boosted with more popularity. So the researcher concludes that mostly teachers and students in Indonesia use the Google Classroom as platform in online learning.

Teachers use Google Classroom in a variety of ways to deliver assignments to students and to provide effective and efficient feedback, for example, and it can be a great landing page for students as they navigate assignments. At the beginning of a lesson, teachers can direct students to assignment goals, objectives, and instructions in classroom. The classroom can also be used to distribute a lesson's digital texts and other resources. Teachers also can prepare any materials before starting class, this is called flipped learning.

In flipped environments students take notes on instructional videos digitally, Classroom can be used to assign a unit Google Doc to students for that purpose. Teachers can establish this procedure as a norm at the beginning of the school year so students know that they should begin each class period by going to Google Classroom. Berrett emphasize that the pedagogical technique of the flipped learning dates centuries back. Teachers have asked students to come to class prepared having read a text or a section from it for a long time. Today this preparation is made more convenient for students with the advances in technology providing an audiovisual component.

The Flipped learning is first used in America, and as more and more people pay attention to it, flipped learning is applied to a wide range of education fields, such as the Forest park high school model, Khan academy model, Riverside model unified school district, Harvard University model and Stanford university model. Now that, the Flipped learning in China is at the stage of exploring and studying. Some schools adopt the Flipped learning in their common class and try to apply it to traditional class properly. However, the application of Flipped learning in English teaching in second high school is litter than other fields. But today by this pandemic, English teachers could develop home-based learning processes by using flipped learning through Google Classroom.

Teaching English is a large part of the work of many language teachers and there is no single correct way in conveying this knowledge

to students. Being a native speaker or having a wide range of knowledge about English alone does not make a person a great language teacher. It is how the teacher makes this knowledge comprehensible to the learners that make a great teacher. It is up to the teacher to choose the most appropriate way of presenting English material to each group at a specific moment.

In teaching English, the teachers should be able to manage the classroom well. The teacher should be creative and manage the classroom with interesting technique as Brown states, teaching is showing or helping student to learn how to do something, giving instructions in the study of something, providing with language, and causing to know or understand. It means the teachers have to make easy way to learn English in this pandemic and using flipped learning through Google Classroom could be one solution.

Google Classroom as a flipped learning tool is utilized in the previous research by Heggart & Yaoo, they identified the benefits and challenges of Google Classroom and the whole Google suite in the following: first, the benefits included active, authentic, deep and frequent student participation. The challenge is mainly in the "accessibility", where students are not willing to participate in "clunky" or difficult to use applications. Regardless of the challenges, the study highlighted recommending Google Classroom as an effective platform for tertiary education.

In line with this, the researcher did a prior observation in SMKN 1 Padangsidempuan. The English teacher Mr. Abdul Asri Pulungan has been using flipped learning in English class by using Google Classroom since April 2020. The teacher give the students related material/video before the class started. It purposes the next meeting, the students already have something related to the lesson. The English class through Google Classroom has been running for almost 2 semesters. So far, the students and teachers can deal with the situation and the instructional process likely run well.

According to Zeiadee research , applying the flipped learning approach in the teaching and learning of English English with the aid of technological platforms can pave the road for students to improve their English skills. Similarly, they have endless opportunities to convert their passive knowledge of the rules of

English into active use during class discussions. Through using Google Classroom as an alternative approach to the traditional methods of teaching and learning English, the students were able to learn collaboratively and take the teachers' feedback into consideration for the development of their English skills.

Based on the explanation fact found in SMKN 1 Padangsidempuan and the related findings, the researcher concludes that the application of flipped learning approach through Google Classroom has been using till this day to be platform in teaching-learning English process. Teachers can establish the material/procedure as a norm at the beginning of class so students know that they should begin the class by going to Google Classroom. Therefore, the researcher intends to investigate about what are teachers' of SMKN 1 Padangsidempuan perceptions of using flipped learning approach through Google Classroom in teaching English.

Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. Flipped learning is an approach to the design and instruction of classes through which, with appropriate guidance, students gain their first exposure to new concepts and material prior to class, thus freeing up time during class for the activities where students typically need the most help, such as applications of the basic material and engaging in deeper discussions and creative work with it.

The Advantages of Flipped Learning

The Flipped learnings which are called radical changes by Bergmann and Sams have many advantages for both teachers and students. The advantages can be ordered as in the following¹:

1. Each student can follow their courses according to their own understanding speed, there is opportunity to watch again and again if necessary
2. Homework is done in class; students can ask questions about the subjects they did not understand comfortably, educators may

¹ More time can be spent with students about the original research.

also provide suitable solutions according to the talent of the students.

3. Students have a chance access course 7/24.
4. Time spent in classroom is used more effectively in terms of both students and educators.
5. Educators who have taught using this method indicated that they got higher results from the tests when compared to traditional method results.

In a study by national case analysis study center which has more than 15.000 members in the fields of science, technology, engineering and math, the views of almost 200 educators who use flipped learning model are evaluated. According to the results the advantages are given as below:

1. More time can be spent with students about the original research.
2. Students are able to spend more time with scientific equipment that can only be used in the classroom
3. Students' being able to easily follow the classes which they couldn't because of sport, conference activities
4. Method pushes up student to think and study inside and outside the classroom
5. Students' being more active in the learning process
6. Students will participate to the learning environment more actively, and this will cause students to love the work they do

The Disadvantages of Flipped Learning

There are some disadvantages of flipped learnings. The first one that comes to mind is creating the video content which takes most of teachers' time. If the teacher does not contact with students actively out of class, this can make students feel like doomed and may affect their motivation negatively. The students who are used to traditional model may face some problems in getting used to this new model and adapting themselves. If the videos prepared by teachers to make students watch can make students have difficulty in understanding the subjects.

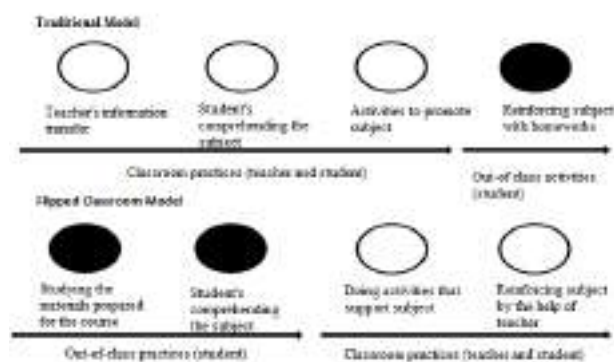


Figure 1. Comparison of Traditional Education Model and Flipped learning Model (Moravec et al)

As it is shown in the figure, we see that the places of classroom practices are changed out-of-class practices in flipped learning model. In flipped learning model, educator is no longer a direct person to educate, use different Technologies and provide flexible learning to students one by one or as a group.

The reason why flipped learning is preferred is that teacher has the chance to spend more time on classroom activities and to correct the problems with classroom activities. In this way, even in crowded classes success can be achieved. Thus, the result of researches literature also supports this.

Table 1. Comparison of Traditional Education Model and Flipped learning Model (Bergmann and Sams)

<i>Traditional Classroom</i>		<i>Flipped learning</i>	
<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>
<i>Warm-up activity</i>	<i>5 min</i>	<i>Warm-up activity</i>	<i>5 min</i>
<i>Going over homework</i>	<i>20 min</i>	<i>Question and answer activity</i>	<i>10 min</i>
<i>Presentation of new content</i>	<i>30-45 min</i>	<i>Guided and independent practice activities</i>	<i>75 min</i>
<i>Guided and independent practice activities</i>	<i>20-35 min</i>		

The superior sides of flipped learning model to traditional classroom practices are given in table which was created by Bergmann and Sams. The superior sides of flipped learning to traditional classroom are especially about realizing more effective activities. In the light of information given in Table 1, it is seen they the

activities in flipped learnings are 40-55 minutes more than traditional classroom. This proves that it provides permanent learning.

METHOD

This research used descriptive qualitative research approach. It conducted in SMKN 1 Padangsidimpuan, the researcher focus to invite 6 the High School English Teachers who has been teaching English in SMKN 1 Padangsidimpuan. It had conducted from May 2021 until finish. In collecting data was taken by doing questionnaire, observation, and semi-structured interview. The all instruments guided will be directed to all the informants.

The procedure to collect the data as follows:

1. The researcher prepare the instruments to do the research (questionnaire sheet, observation sheet, interview questions and smart phone for recording/taking picture)
2. Researcher contact all the participants and ask permission to do the research with them until finish.
3. Researcher gives the questionnaire for the first step to all the teachers in SMKN 1 Padangsidimpuan who teach English by using Flipped Learning through Google Classroom .
4. The researcher get involve into their class in Google Classroom to start the observation.
5. The next step is following by observation the class in Google Classroom account that they had been using lately.
6. The last step is interviewing teachers to take data which is needed.
7. Finally the researcher could submit the data and copy it to do the analysis.

In this research, the researcher divides the activity in analyzing data into three activities, they are data reduction, data display, and conclusion drawing.

In this research data analysis involved collecting open-ended data based on asking general and in depth questions, through interview, collecting data analysis of questionnaire given and developing analysis from information gathered through observation.

Qualitative data was categorized and reported in evolving themes. Qualitative data

analysis as a systematic procedure followed in order to identify important features, themes and categories. Data analysis is a process of systematically searching and arranging the interview transcripts, field notes, and other materials that are accumulated to increase the understanding of them Bogdan as cited in Sugiono.

To get the trustworthiness of data, there are four key components. They are credibility, Transferability, Dependability, and Confirmability

RESULT AND DISCUSSION

The teachers' perceptions toward the using of google classroom have a positive response. From 6 participants of English teacher that taught in SMK Negeri 1 Padangsidimpuan, it had been found that 4 of the teacher agree that using google classroom helpm them more effective in teaching English, especially while giving the task. While the two others disagree with this because they said that they are not sure that whether they had given a clear explanation to the students because they can not see them.

The teacher always continually observe and monitor the students to make adjustment as appropriate. It must be done to the students to make sure that they are directly involve in the learning process. Besides, it is also give the positive experience in students' group collaboratively. They have more time to do the task.

The teachers dominantly create content to the students, such as put the video or link of youtube to the students before they give the material. It help the students to get the general description or background knowledge of the upcoming material that will be delivered. Besides, it also make the teachers easier in having students to search more educational website or e-book about the English for further information by attach the link only.

All the teachers from SMK N1 Padangsidimpuan use the flipped learning approach through the google classroom in teaching English, it is very useful to make students ready to learn and get the material at the time. The teachers usually set the time about 10-15 minutes for this.

However, from the 4 teachers disagree that the students become more active especially

in asking and responds the question. Some of the students have difficulty especially with internet connection. This reasons become one of the biggest problem in online learning because many students that live in the village which is internet access is a little bit difficult to reach.

If it is compare to the offline learning, they did not satisfied with google classroom, because the can not monitor the students directly. However, from all the application and platform that can be used now days, google classroom is easier and cheaper to be used by the teacher. This application works as what they expected especially for sharing the material and flipped learning. However, they can not use google classroom for doing face to face online learning, because they have to move to another application such as google meet, that the link also can be share in this Application.

Using flipped learning through google classroom can be done for the flipped learning approach. It is recommended to be used by another teacher in teaching other subject. Besides, this application is convenient to be used by the teacher and students.

CONCLUSION

Therefore it can be conclude that flipped learning approach in using google classroom has positive solution for the teacher. They can access the application and use the flipped approach in English teaching learning process because it gives the teacher the effective and more times in teaching English especially for the pandemic situation like nowadays.

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