



Improving Learning Processes With Online Teaching

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ABSTRACT

Institutions of higher education do not only act as media for the educational process but must also become learning organizations. Various learning support facilities are widely available in this age of technology. One means that can be used is the Internet. The internet is a useful tool for accessing information in various formats from all over the world. The internet provides convenience in the world of education as a learning medium. Based on these conditions, online lecture training is conducted with the aim of improving the learning process during lectures. The training is carried out with Google classroom application material and the creation of learning video content. Using Google classroom can give students access to online learning. The training is carried out by direct practice using each lecturer's notebook. The results obtained during the training showed very high lecturer enthusiasm. The training makes the lecturers have the ability to better manage the lecture material, the skills of lecturers also increase by doing the practice directly. The ability of lecturers in interpersonal communication also increases with class collaboration. Through training can make changes in cognitive abilities, motor skills, values of affection, emotional values, and spiritual values.

Keyword: Google classroom, technology, training.

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INTRODUCTION

Higher education is a higher education institution that has the task and function of carrying out an optimal learning process. Learning organizations are needed by universities, because as part of efforts to address the main issues of higher education (Syuaiban, 2018). This is an effort to create graduates with national standard qualifications. The implementation of learning in order to carry out the Tri Darma task of higher education that must pay attention to the quality of lecturers in planning, conducting, and assessing the process of Tri Dharma tertiary education. Higher education is a higher education institution that has the task and function of carrying out an optimal learning process. Learning organizations are needed by universities, because as part of efforts to address the main issues of higher education (Syuaiban, 2018). This is an effort to create graduates with national standard qualifications.

Learning media has a very significant role in determining the smooth process of the lecture (Kurnia & Nugroho, 2017; Nurchaili, 2010). Learning media can be in the form of technology, one of which utilizes the internet. The application of learning media greatly helps success in the teaching and learning process (Baragash & Al-Samarraie, 2018). The learning process through internet media has often been carried out in various institutions. This aims to improve student learning independence through learning media such as virtual classes (Sohibun & Ade, 2017). One of the media used is Google drive which is useful for sharing documents. The use of learning



media can arouse desires, new interests, can motivate and stimulate learning activities and even affect students' psychology (Hayati & Harianto, 2017; Setyorini, 2016).

The learning process at ITATS, among others, is by conducting lecturer and student face-to-face meetings in one semester with 14 meetings for 14 weeks. If the lecturer is unable to attend, the lecturer must change at a different time. To overcome conditions where if it is difficult to find free time as a substitute, then the lecturer can meet with students through online lectures. Therefore, online lecture training is held for ITATS lecturers.

In this training online learning will be applied that utilizes one of the google class applications (classroom.google.com) with a collaborative learning model approach. Google classroom is a learning application issued by Google in learning. By using this application, lecturers can give material online so that students can get the material more easily. The process of giving assignments and quizzes can also be done online, making it easier for the teaching and learning process. Students can provide direct questions through comments on material that is not yet understood. Other students can also interact with each other so that class discussions can work well. Other training provided is the creation of video conferences as lecture material. The training was held for 2 days and divided into 4 sessions for all ITATS lecturers.

MATERIALS AND METHODS

The implementation of the learning process by utilizing the integration of computers with technology in the field of telecommunications (internet) has made humans into an advanced information age. This information and communication technology (ICT) has contributed a lot to the learning process in the world of higher education. ICT users themselves are very wide ranging from adults, teenagers, even children.

In the training activities, the learning process for lecturers is done by utilizing technology as a method of e-learning learning, especially with Google applications. Through e-learning, students are required to be more active in receiving lecture material. The use of e-learning is more efficient because it does not require time and place (Eliana, Senam, & Jumaidi, 2016; Hubalovsky, Hubalovska, & Musilek, 2018).

Google Classroom binds Google Drive, Google Documents, Spreadsheets and Slides, and Gmail together to help educational institutions. Google Calendar is then integrated to help determine due dates, field visits, and class speakers. Google calendar can also help in giving assignments to students better that can be planned regularly.

The training is carried out by teaching directly through laptops or smartphones of each lecturer. Lecturers are taught how to open a class, add lecture materials, assign assignments, and create class codes which are then distributed to students. Besides that, the lecturers are also taught to make quiz through google form which can do an automatic assessment so it is very helpful for the lecturer in carrying out the learning process. Another training is making videos as a lecture tool, where the lecturer makes presentation material through a video. The application used as the media for making videos is OBS studio. Free and open source software for live streaming and screen recording. This application is open source and easy to use so that it can be understood by lecturers from various fields. Training on making video conferencing through youtube means is also provided to make it easier to deliver material to students.



RESULT AND DISCUSSION

The training activities were carried out beginning with the presentation of the university's vision conveyed by the vice chancellor of the academic field. The material presented is about the importance of the lecture learning process. In one semester consisting of 14 weeks of meetings. During the lecture period, lecturers and students are expected to always conduct face-to-face class meetings. If you are unable to attend and cannot make changes on another day, the lecturer can apply to open an online course.

Before entering the training phase, the speaker gave material about the Google classroom program socialization. Program socialization was carried out to introduce the program and how to use ITATS lecturers. In this stage, it was also agreed on the commitment to participate to do full time learning for one semester, one of them through classroom media.

The next activity is to do training on the use of classroom as a learning media for lecturers. The training includes creating a Google classroom account, how to open a class and create a class code, add lecture material, create a list of attendance for students, make quizzes or assignments and assess methods.

The training is also taught to create collaboration classes, wherein one class in one subject can be filled by more than one lecturer. Lecturers who have the ability in the same field can contribute to giving material to other classes. Display of Google Classroom taught as shown in Figure 1.

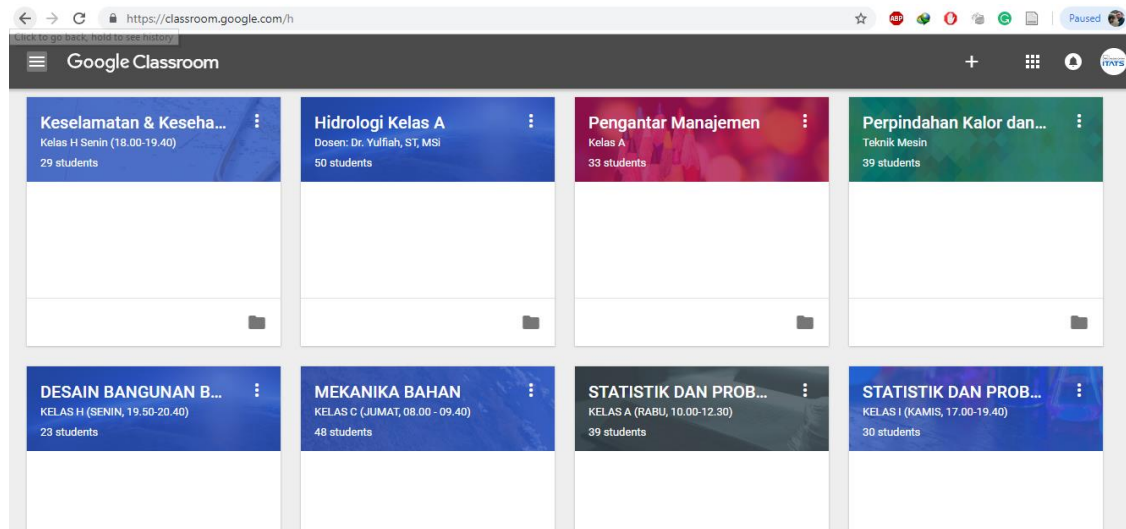


Figure 1. Display of Google Classroom

The training stage was carried out in order to provide opportunities for lecturers to immediately practice what the speaker had taught. Lecturers try to open classes and add teaching materials and make quizzes or assignments.

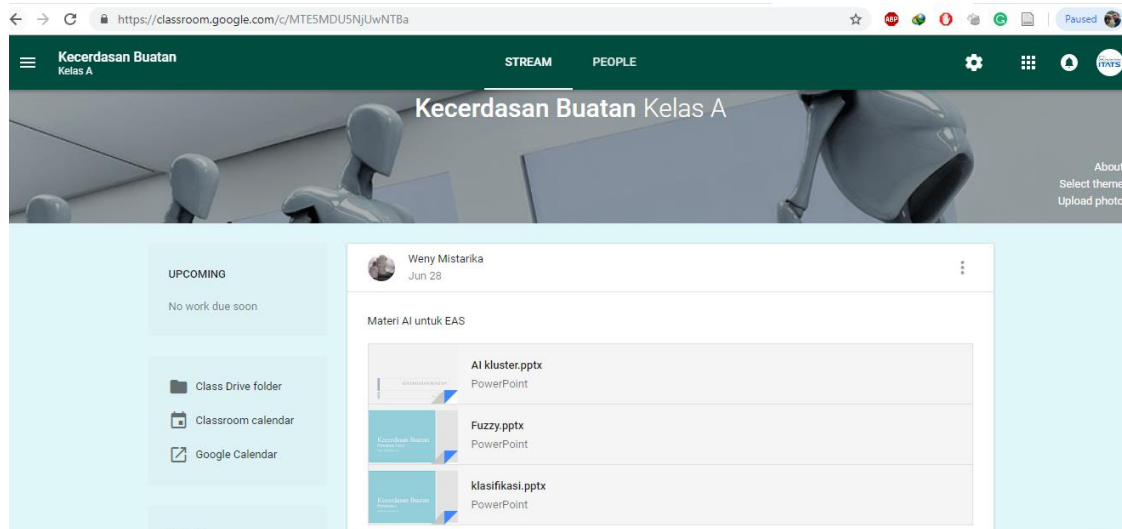


Figure 2. Display of class making

Figure 2 shows the results of the addition of lecture material and assignment. Students who take part in the class that is opened will receive the material and assignments given by the subject lecturer. The lecturer also tried to make short material videos for 5 minutes. Videos made later were uploaded on YouTube to be shared with students via Google classroom. The lecturers also tried a youtube conference that can be used to communicate with each other through far distance. Training using obs and youtube applications as shown in Figure 3.

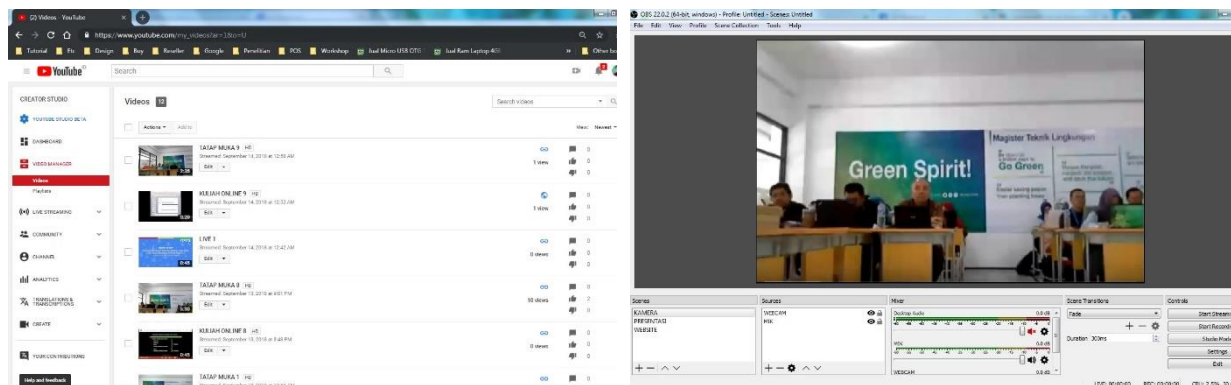


Figure 3. Youtube view and obs application

The lecturers look enthusiastic when trying to use the classroom application. The lecturer can try it himself how to open the class and add lecture material. Lecturers can also create a file sharing documents that are on Google Drive students and lecturers. Figure 4 shows the training process and assistance to lecturers.



Figure 4. Online training activities

The training also carried out a dialogue phase on the learning media training used. This stage is carried out with the aim of providing opportunities for training participants to ask questions, exchange opinions, convey ideas and ideas needed and exchange experiences about difficulties in understanding the learning media encountered during the training.

The enthusiasm of the trainees was very high during the training. This can be seen from the enthusiasm of the lecturers to try various menus in the classroom application provided. In addition, it was shown the number of questions that emerged during the training, some of the input delivered by participants in each training session.

CONCLUSION

Based on the training carried out conclusions include: it appears that the lecturers have realized the importance of online learning media during lectures. Online lecture training through classroom media makes the lecturers have the ability to better manage lecture material, can arrange quiz schedules or tasks regularly every week, the ability of lecturers in interpersonal communication also increases with class collaboration.



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