

Utilization of Google Meet in Online Learning for PGMI IAINU Kebumen Students

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Abstract

This research aims to analyze the use of Google Meet in online learning among Madrasah Ibtidaiyyah Teacher Education students, Institut Agama Islam Nahdlatul Ulama Kebumen in the 2023/2024 academic year. A qualitative research approach with a descriptive type was used in the research. Data sources were obtained from 15 second-semester students and 16 fourth-semester students of the Madrasah Ibtidaiyyah Teacher Education study program, Institut Agama Islam Nahdlatul Ulama Kebumen in the 2023/2024 academic year. Data was collected through observation, questionnaires, interviews, and documentation. Data were analyzed using interactive analysis, consisting of data reduction, data presentation, and concluding. The results of the research show that student's responses to the use of Google Meet in online lectures have gone quite well because of the ease of access, completeness of the features in the application, and the lecturer's wisdom when students experience obstacles in lectures, accompanied by evidence of the results of distributing questionnaires regarding ease of access and operation of Google Meet. 78.49% and the usefulness of Google Meet for students reached 73%. Thus, it can be concluded that the use of Google Meet in online lectures has supported the learning process for students of the Madrasah Ibtidaiyyah Teacher Education, Institut Agama Islam Nahdlatul Ulama Kebumen with maximum achievements.

Introduction

In this digital era, education must be integrated with technology. The learning process as part of education must follow technological developments (Batubara, 2021). Learning must keep up with the times with the ease of technology in it. This is also the impact of a phenomenon that recently occurred, regarding the outbreak of the COVID-19 virus which occurred in Wuhan, China in 2020. Both this phenomenon and technological advances require that all learning can be accessed at any time, either offline or online (Huang et al., 2021). The first policy to implement online learning occurred after the COVID-19 virus spread in Indonesia. The Minister, through his policy, requires all learning to move online.

Online learning is a solution that can be implemented at that time to stop the spread of the Covid-19 virus. Online learning is defined as learning that requires an internet connection to use (Ferri et al., 2020). Online learning is considered flexible according to current developments. Online learning also allows students freedom in learning because it can be done anywhere and anytime (Wong, 2023). One application that can be used in online learning is Google Meet. Google Meet is a video-conferencing application that provides features and menu services so you can interact visually and audio on a small or large scale (Pedroso et al., 2021). Google Meet gives users a video calling feature with more than 25 other participants in one meeting. Google Meet is superior in terms of security because there is a security feature in the form of video encryption to maintain the privacy of each user's data so that it is difficult to misuse (Ahshan, 2021; Singh & Awasthi, 2020). Google Meet can also allow users to join directly from the calendar or via email invitation (Dash et al., 2022). Apart from that, it is also easy to access meeting invitations made from the application via a sent link and meeting code and telephone number (if available). Google Meet can be used for free with simple operation because users do not need to download it.

The advantages of Google Meet can be utilized by educators (teachers and lecturers) to carry out learning. Google Meet can be used for displaying material and recording it (Ulanday et al., 2021). Lecturers can also control student attendance and activities by activating participant video and audio features. Through Google Meet, students and lecturers can still carry out lectures smoothly. In this research, the research objective is to analyze the use of Google Meet in online learning for PGMI Institut Agama Islam Nahdlatul Ulama (IAINU) Kebumen students.

Methods

This research is descriptive qualitative research. According to Creswell, qualitative research is research that wants to show the phenomenon or event being studied from a point of view in the form of a description (Creswell & Creswell, 2022). This research was carried out because researchers wanted to photograph phenomena that occurred in the field.

Data sources were obtained from 15 second-semester students and 16 fourth-semester students of the Madrasah Ibtidaiyyah Teacher Education study program, Institut Agama Islam Nahdlatul Ulama Kebumen. The research was conducted during the even semester of the 2023/2024 academic year. Data was collected using observation, questionnaires, interviews, and documentation. The validity of the data was tested using triangulation. Triangulation is a technique for checking the validity of data by checking and comparing each data (Aguilar Solano, 2020). There are two types of triangulation used in this research, namely data source triangulation and method triangulation.

Data were analyzed using interactive analysis, consisting of data reduction, data presentation, and conclusion (Miles et al., 2014). Data reduction includes the process of summarizing, classifying, and discarding data that does not match the research focus. At this stage, researchers selected data related to the use of Google Meet in online learning among PGMI IAINU Kebumen students. Presentation of data includes a presentation in the form of narratives, tables, and images. The conclusion includes summarizing the overall research results.

Result

The research results were obtained from all second and fourth-semester students of the Madrasah Ibtidaiyyah, IAINU Kebumen teacher education study program with a total of 31 students. The results of observations in online lectures with the Google Meet feature. First, students participate actively and enthusiastically in lectures when using Google Meet. The lecturer explains the lecture rules. Second, several rules in lectures are conveyed by lecturers, including (a) students are asked to use their full names according to the attendance list when entering the Google Meet link, (b) lecturers convey discussion rules and how to convey opinions, (c) during learning to begin, students are required to activate all cameras (the microphone is turned on when the lecturer permits the audience (students)). Third, during online learning activities using Google Meet, students are asked to be actively involved in learning activities. Student involvement is visible during presentations and discussions. They apply question-and-answer systems in discussions. There are no obstacles during learning activities via Google Meet.

Fourth, online lectures using Google Meet are carried out by students at home. Fifth, students use cell phones in online lectures because screen sharing is easier to access and presentation materials are readily available so it is easier for students to operate them. The results of the student questionnaire regarding the use of Google Meet in online learning can be seen in Diagram 1.

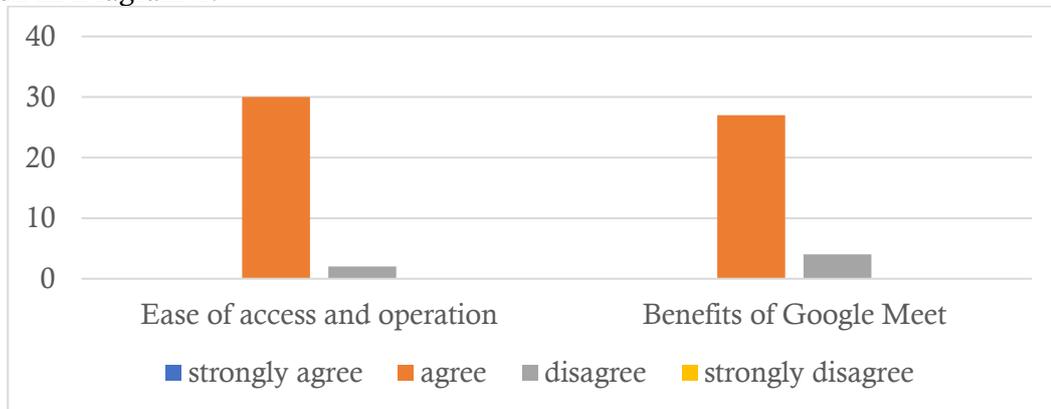


Figure 1. Questionnaire diagram for students

Apart from diagram 1, this research also obtained the percentage results for each indicator along with the average for each aspect therein. The results are as in Table 1.

Table 1. Student learning outcomes.

Indicator	Average	Percentage (%)	Category
Ease of access and operation	3.139	78.48	Good
Benefits of Google Meet	2.920	73 %	Good

The results of Diagram 1 and Table 1 obtained the following results. First, as many as 30 students who filled out the questionnaire responded in agreement with the ease of access and operational use of Google Meet. These results are also to the results of the interview. Students stated that using Google Meet was quite easy because they only needed to register via their Google account according to the email they had. This means that the Google Meet registration process is simple and can be done independently. Lectures are considered enjoyable for students. Students added information that the features on Google Meet are easy to use and varied so they are useful for supporting lectures. Several students responded that the Google Meet application was free or free and did not take up memory storage capacity on their cell phones or laptops. Students also consider Google Meet to be an easy and practical platform to access compared to other video conference platforms. However, several students responded that Google took up a large quota. They must have enough quota when they want to access it.

Second, students also responded well to the benefits of Google. A total of 27 students agreed about the benefits of Google Meet in lectures. According to students, Google Meet does not limit them to discussions. They think they can still discuss during lectures. The Google Meet application also provides complete instruments. Students can respond to lecturers easily during lectures. Students can also provide comments on the Google Meet application comments page. Lecturers can also be flexible in delivering lecture material. During observation, the lecturer saw that students remained interactive in asking questions and discussing during lectures. However, there are still obstacles faced by lecturers and students, such as signal problems. Especially when there is a power outage.

Discussion

The research results showed two findings. First, students responded to the ease of access and operation of the Google Meet application. This response is caused by the features found in Google Meet. In Google Meet, many features are available, such as a comments page, meetings available to be held now or later, meetings participants can contain a maximum of 100 participants, there is a meeting duration, there is a virtual whiteboard, joining group work rooms, raising your hand, reactions or emoji, security controls (Hosts can end calls and disable chat, screen sharing, camera and microphone for participants), and travel mode.

The results of this research are in line with previous findings that Google Meet users find it easy to operate Google Meet (Al-Marouf et al., 2023). Students can access the comments page (chat), the whiteboard feature, and the availability of emojis. According to other experts, Google Meet also provides a share screen feature so that the audience or other students can see the files displayed by the presenter (Singh & Awasthi, 2020). The features offered by Google Meet such as video conferencing, screen sharing, and recording meetings are very helpful in increasing the efficiency and effectiveness of communication (Sufirmansyah et al., 2021).

Google Meet allows users to hold online meetings using video conferencing. Users can see and interact directly with other participants with the help of cameras and microphones (Leporini et al., 2021; Sevilla, 2020). This feature is very helpful in improving the quality and effectiveness of communication. Apart from that, other researchers say that Google Meet facilitates users to share documents, presentations, or other information directly with participants (Simamora et al., 2020). This is very helpful in explaining information in more detail and effectively. Another benefit stated by other researchers is that Google Meet has a meeting recording feature (Lapitan Jr et al., 2021; Ulanday et al., 2021), which allows users to record every conversation or presentation that occurs during the meeting. This feature is very useful to make it easier for users to review presentation material or discussions that have been carried out. Another benefit mentioned by previous researchers (Belt & Lowenthal, 2023), Google Meet also has interactive features such as chat, polling, and hand-raising which help increase participant participation in meetings. These features are very useful in keeping participants engaged and help facilitate communication.

Second, students responded that Google provided meaningful benefits for online lectures. Google Meet has several main functions that are very helpful in making long-distance communication easier. Google Meet has several benefits that are very helpful in facilitating long-distance communication, including saving time and costs, being effective in communication, being easy to use, being integrated with Google Workspace, and supporting collaboration. Utilizing the various features on Google Meet maximizes online learning today. By using Google Meet, students' enthusiasm for participating in learning can also be seen. This can be seen from the level of student participation when conducting question-and-answer sessions with educators and in conveying ideas, thoughts, and opinions regarding the learning material presented by educators.

As previously mentioned (Al-Marroof et al., 2021), this media offers flexibility in the learning process. Both educators and students can arrange learning time according to agreement. This finding is in line with previous findings which stated that through Google Meet interactions in learning occur interactively and are fun compared to other services because the benefit of Google Meet is that it is simple to use but can access video calls well (Nehe, 2021). Google Meet can make it easier for lecturers to provide material related to mathematical problem-solving procedures because algebra courses require detailed calculations in solving problems. This facility also allows lecturers to draw graphs or tables when explaining material to students. The results of this research are in line with previous researchers who stated that through the Google Meet application, lecturers can still monitor student behavior (Djazilan & Hariani, 2022; Nashir & Laili, 2021). The shared screen and whiteboard features can help students understand the material presented by the lecturer better.

Conclusion

Based on the results of this research, it is concluded that the use of Google Meet in online lectures was responded positively by PGMI IAINU Kebumen students. The positive response was caused by ease of access, completeness of features in the application, and lecturers' wisdom when students experienced obstacles in their studies. The results of this research can be used by lecturers or educators who are determining online learning media. Future researchers can analyze in more depth the implementation of Google Meet at a lower level and on a larger scale.

Declarations

Author contribution statement

The author contributed fully to this research, including research content, data collection, writing procedures, data analysis, proofreading, and editing.

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Data availability statement

This research data has been presented in full.

Declaration of Interests Statement

The author declares that I have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

Additional information

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