

ONLINE LEARNING MANAGEMENT USING GOOGLE SITES IN COVID-19 PANDEMIC ERA

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Abstract: Covid-19 impacts the world of education, so learning is carried out online due to a policy of maintaining distance. One of the methods used to keep the learning going in the pandemic era is by utilizing e-learning. The use of applications in online learning is an innovation for teachers in preparing material to be used in the online learning management process. The purpose of this study aims to describe learning management using Google Sites in pandemic at *SMP Muhammadiyah 4 Singosari*. This research uses descriptive qualitative research methods. The data collection methods used in this study were interview, observation, and documentation during the learning process. The subject of this study were students of class VIII *SMP Muhammadiyah 4 Singosari*. Online learning management during pandemic conditions includes planning, organizing, implementing, and monitoring. Online learning will be carried out with the help of Google Sites as a medium for delivering material. The planning stage includes observation, preparation of lesson plans, collection of material sources, and preparation of learning media using Google Sites. The organizing stage includes determining the communication channels used for the online learning process and focusing resources on the target. The implementation stage is the interaction carried out by teachers and students during learning. The supervision stage includes the evaluation stage in learning. Learning evaluation is carried out through student attendance and student activeness in participating in learning. Student attendance recap shows an increase in each meeting. The use of Google Sites as a learning medium during the pandemic can be further developed to increase student motivation and make it easier for students to learn while carrying out online learning.

Keywords: Learning Management, Google Sites, Online Learning

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Covid-19 is an infectious disease caused by the corona virus (WHO, 2020). The first case of Covid-19 in Indonesia was detected in March 2020. President Joko Widodo announced that there were

two patients diagnosed with coronavirus. The government is working hard and undertaking actions to prevent the spread of Covid-19 and reduce infected patients. Due to the government's physical distancing policy, most schools temporarily stop implementing face-to-face learning. This was done as a response to official notification letter number 4 of 2020

issued by the Minister of Education and Culture regarding the implementation of education policies in the critical period, in which Covid-19 is spreading rapidly. Covid-19 impacts education; learning and teaching activity is conducted online due to the physical distancing policy (Ratten, 2020). Although face-to-face is not allowed in the pandemic era, learning and teaching activities can still be done online; one method is e-learning.

The use of technology and information is very influential and vital in the implementation of online learning. In this globalization era, technology is growing and developing rapidly. During this pandemic era, online learning method which can be accessed easily is required in learning and teaching activity (Carter, 2020). The shift of method in learning and teaching activity, from face-to-face learning to online-based learning, affects the learning management that has been prepared. Even though learning and teaching activity is carried out online, teachers must deliver the learning material contained in the curriculum. That is a challenge for teachers to develop instructional media that can be used during the pandemic era. E-learning is an option that can be used in learning and teaching activity.

Learning management is a system prepared for both students and teachers or lecturers in doing learning and teaching activity using software (Nafiah & Hartatik, 2020). Manullang (2014) defined learning management as a set of learning planning that includes planning, organizing, implementing, and monitoring. The success in implementing learning can be seen from good learning management. Every student has a different learning style. Therefore, student learning styles need to be considered in making distance learning media (Zapalska, 2006). From these opinions, it can be concluded that learning management is a series of activities carried out to manage the teaching and learning process, which contains planning, organizing, implementing, and monitoring.

Teachers have an important role in improving the quality of education. A teacher has to master learning management because learning management includes plans that have been made before learning is carried out. The teacher acts as a manager in the

learning process. Manullang (2014) mentioned several roles of teachers as managers in the learning and teaching process, namely: (1) Planning; A teacher formulates learning objectives. Planning is conducted to direct the learning and teaching process so that it can be carried out effectively, efficiently and facilitate the monitoring process; (2) Organizing; a teacher divides and coordinates activities in the learning and teaching process to achieve predetermined goals; (3) Leading; a teacher acts as a leader in the learning and teaching process. A teacher should be able to motivate students to be ready to implement and receive the learning material being taught; and (4) Monitoring; a teacher evaluates learning and teaching process, measures student learning outcomes, and determines whether organizational functions and their leaders have carried out their duties properly so that they can achieve predetermined goals.

According to Pohan (2020), online learning is a learning method that uses Internet networks, and in this method, teachers and students do not have face-to-face interaction. Online learning started to be widely known by the public in 2020 due to a global issue, namely the spread of the Covid-19 virus, which requires everyone to keep their physical distance. Many problems arise in the implementation of online learning. This problem is faced by all parties involved, starting from teachers, students, and parents. One of the problems faced by teachers is regarding technology; not all teachers can use technology properly. Teachers who teach conventionally and prefer this method will find it difficult to carry out technology-assisted learning. The problems faced by students are in the form of financial problems, media, and even psychological problems. Not all students have smartphones or laptops that can be used as online learning media. Apart from media, the unstable internet network also can affect the ongoing learning process. Pohan (2020) stated that students faced psychological problems faced during online learning; students felt pressured due to homework and assignments given by the teacher, and they also do not understand the material delivered.

The use of applications in online learning becomes innovation and a challenge for teachers in preparing material to be used in the online learning process (Wiryanto, 2020). Google Sites is one of Google's products in which the users can create a site for free (Kurniawan & Sanjaya, 2010).

Google Sites have several advantages, namely free, easy to create, and collaborating with other authors to create and edit site content. In addition, the sites that have been made can be found easily using the Google search system. Some of these advantages can be considered in creating learning media using Google Sites. Online learning management using Google Sites can be a medium for effective and efficient learning activities during the pandemic era.

By Google Sites, teachers can easily add learning materials in pictures, videos, and assessment questions; those features can be designed attractively. This research was conducted to find the use of Google Sites as an alternative media that can be used by teachers in the teaching and learning process during the pandemic era. This study also shows how students respond to learning and teaching activities during the pandemic era.

METHOD

The type of research used is qualitative research. This method was used to describe online learning management during the pandemic era, which consisted of planning, organizing, implementing, and monitoring. Online learning was conducted using Google Sites as a medium in delivering material.

The research subjects were teachers and students of Class VIII at Muhammadiyah Junior High School 4 Singosari. This study's data collection methods were interviews, observation, and documentation during the learning and teaching process.

RESULTS AND DISCUSSION

Teachers have an important role in conducting and managing the learning and teaching process and improving the effectiveness of the learning process. Saifullah & Darwis (2020) stated that during the Covid-19 pandemic, learning management has a very

important role in improving the effectiveness of the teaching and learning process. Despite the pandemic era, students still have to experience good learning activities without disregarding the health protocols set by the government. The use of media is very important in online learning. In line with it, this study will explain the four stages in online learning management on relations and functions using Google Sites in pandemic conditions. These stages include:

a. Planning

Planning is designing steps or stages that need to be done to achieve predetermined goals (Rayuni, 2010). The planning stage includes: (1) Observing the activities of online mathematics learning; (2) Selecting materials and preparing one sheet of an online lesson plan; (3) Collecting the sources of the materials that have been selected; and (4) Preparing online learning media, in this case, is Google Sites, on relation and function in accordance with the lesson plan.

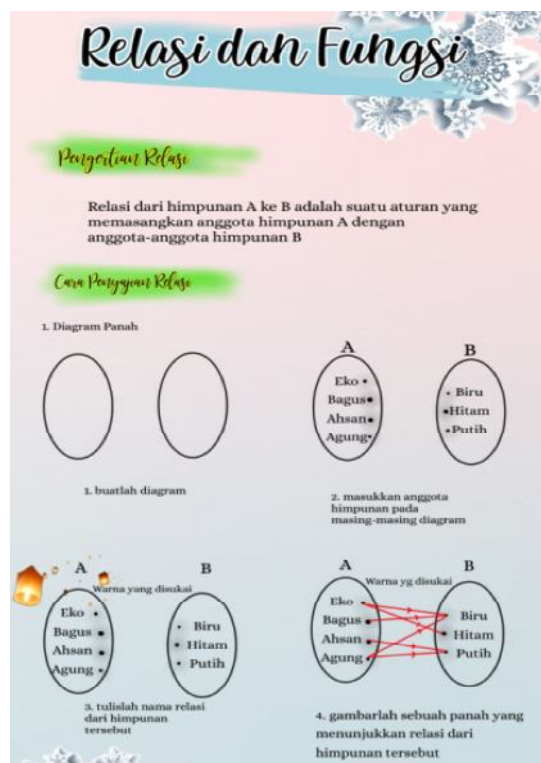


Figure 1. Poster about Relations

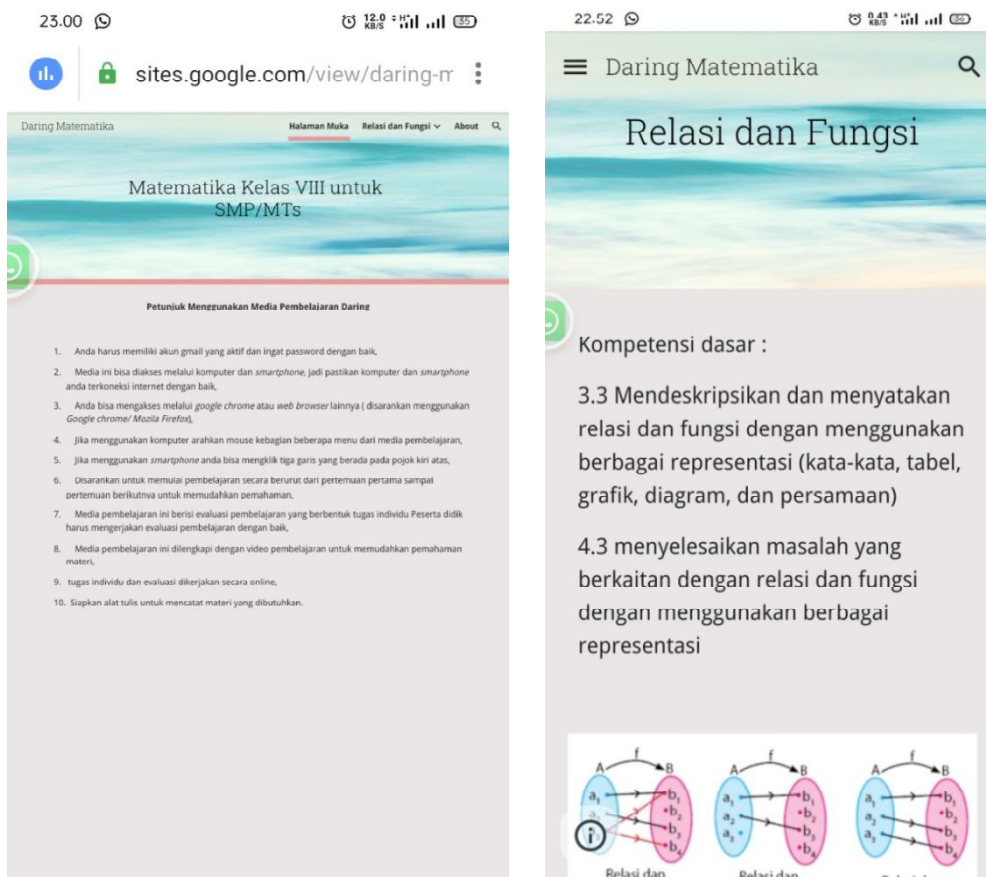


Figure 2. Online Page Appearance

Observations were conducted during the mathematics learning process. From the observations, it was found that the teachers used a variety of media in learning and teaching activity. The most frequently used learning media is the WhatsApp group. After observation, the next step is material selection. The materials which were selected are relations and functions because those materials will be taught to students. After selecting the material, the researcher formulated indicators of competency achievement and prepared a lesson plan according to the media they would use.

Researchers also collected a variety of sources related to the materials to be taught (relations and functions) and then began to plan the design of the Google Sites. The materials would be presented in the form of a poster to make it easier for students

to understand the material (relations and functions). Students can download this poster, so they can print and attach the poster to their notebooks. The poster regarding relations and functions is presented in Figure 1.

After creating the posters, the next step is preparing online media that would be used, Google Sites. In addition to the materials presented in posters, the online media used, Google Sites, is also equipped with videos and a question box that students can fill in if there is the material they do not understand. The design of online learning media used, Google Sites, is presented in Figure 2.

The design of lesson plans and online media would then be applied to learning activities. The purpose of creating Google Sites is to help provide a variety of learning media that both teachers and

students can use during learning and teaching activities at home. The research conducted by Lestari & Suryani (2019) proved that students' motivation and interest in learning can be improved by using various learning media. With various learning media, students will not get bored easily, and they will be eager to learn the materials and how to use the media.

b. Organizing

According to Manullang (2014), organizing is dividing and coordinating activities in the learning and teaching process to achieve predetermined goals. Several characteristics indicate quality learning, namely charming, interesting, not boring/monotonous, varied, creative, and beautiful (Rayuni, 2010). In this stage, the activities include determining the communication channels used for the online learning process and focusing resources on the targets. In addition to the WhatsApp group, a communication channel used in the online learning process is a comment box provided by the teachers on Google Sites. Using an internet network, presenting the material through posters, and providing discussion videos in the learning and teaching process is expected to help students understand the materials and successfully achieve the predetermined learning objectives.

c. Implementation

The implementation stage is the process of online learning and teaching. The implementation stage is the stage of interaction between teachers and students. Teachers and students were interacting online in the comment box provided by the teacher on the Google Sites page. In accordance with the lesson plan, before starting the class, the teacher asked students to pray together, and then the teacher asked about students' conditions. After that, the students filled in the attendance list manually, then the teacher mentioned the learning objectives and conveyed the outline of the material to be studied.

After filling in the attendance list and ready to learn, the students were asked to open a website from Google Sites. The teacher would send a

website link through the class group chat, so the students only needed to click the link. The core activities in the learning and teaching process contain five activities, namely observing, asking, exploring, associating, and communicating. Students were asked to read and understand the posters available on the online page at the initial stage of the core activities. After that, the teacher stimulated the students to get motivated to discuss the material being studied. The teacher raised questions related to the material being studied, and then the students raised their questions related to the difficulties they faced in studying the materials (relations and functions). The question and answer session was conducted through the comment feature for students, available on Google Sites.

Then students collected data and information related to the materials learned (relations and functions) through various references. They analyzed the data and information and then communicated it with the class through the comment box. Before the class ended, the teacher asked students to conclude the learning outcomes and assigned them assignments via Google form. At the implementation stage, the teacher is also required to indirectly reinforce the students, which can lead students to participate in class actively.

The problem faced when doing online learning and teaching using Google Sites was students' activeness; they tended to be less active in discussions. Therefore, the teacher must be good at encouraging and stimulating students in online learning and teaching activity. In addition, students frequently use *Whatsapp* groups for discussion activities to conduct learning and teaching activities effectively and efficiently. It was decided to use the *WhatsApp* group as a medium for discussions.

d. Monitoring

Manullang (2014) defined monitoring in learning management as an activity of evaluating learning, measuring student learning outcomes, and determining whether the functions and leaders have carried out their tasks in accordance with the objectives. In addition to planning the learning and teaching process, a teacher must evaluate both stu-

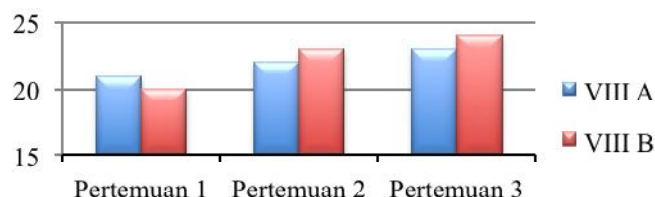


Figure 3. Student Attendance at Each Meeting

dent learning outcomes and learning evaluations. In online learning, learning evaluation is made based on student attendance and student activeness in learning activities. The recap of student attendance in online learning using Google Sites is presented in Figure 3.

At the first meeting, out of 48 students, only 21 students from class VIIIA who attended online learning (43.75%) and 20 students from class VIII B who attended online learning (41.76%). These results indicated that more than half of the students did not attend the learning process. The recap of the attendance list at the second meeting showed that the number of students who participated in the learning activity using Google Sites increased. Out of 48 students, 22 students from class VIIIA (45.83%) and 23 students from class VIIIB (47.92%) attended the online learning. It indicates that students started to be interested in participating in learning activities using Google Sites. The recap of the student attendance list at the third meeting showed an increase in the number of students who participated in the learning activity using Google Sites in class VIIIB (22 students or 45.83%).

In contrast, the number of students who attended the third meeting remained the same as at the previous meeting. In contrast, 24 (50.00%) students of class VIIIB attended the online learning process. Based on observations, most of the students who attended the online class actively participated in discussions and questions and answer sessions conducted by the teacher. It is necessary to use various learning media so the students will not get bored during online learning activities to increase student motivation during the pandemic era. The evaluation of learning outcomes was obtained from the score of assignments given by the teacher at

each meeting. Then, the assignment scores would be summed up. The average score was analyzed, whether they reached the minimum completeness criteria set by the school or not; the minimum completeness criteria are 75. The percentage of student learning outcomes is shown in Figure 4 below:

Persentase Ketuntasan Belajar

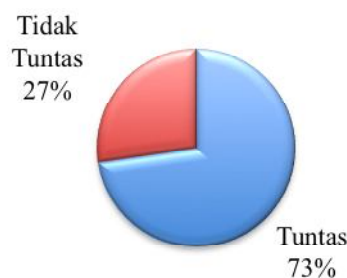


Figure 4. Students' Mastery Percentage

Figure 4 above shows that approximately 73% of 48 students have passed minimum completeness criteria, while the rest (27% of 48 students) still have not met the minimum completeness criteria. The percentage of students who have passed minimum completeness criteria shows that using learning media, in this case, is Google Sites, is effective. That is in line with the results of research conducted by Nafiah & Hartatik (2020) regarding the use of management system software, namely Google Classroom; they studied online-based learning management using Google Classroom application to improve students' comprehension. Based on the finding, most of the students got improved at each cycle. Google Site is an alternative media used by teachers in the teaching and learning process during the pandemic era. It has many benefits. That is in line with

Ferismayanti (2020) and Harsanto (2012) that Google Sites has several benefits, namely: it can help teachers upload the learning materials, save syllabus, give assignments, give announcements, as well as download and check students' assignments. Therefore, Google Sites help teachers manage learning and teaching activity during the pandemic era.

CONCLUSIONS

Learning from home policy shifts the learning and teaching activity, originally conducted in conventional, online learning, utilizing the internet network. To conduct the learning and teaching process in accordance with the learning objectives, learning management is required. The teacher will use it to deliver the materials in the learning and teaching process. Learning management includes planning, organizing, implementing, and monitoring. The planning stage includes observing online learning activities, selecting materials, preparing lesson plans in accordance with school regulations, collecting sources related to the selected material, and preparing online learning media using Google Sites. The organizing stage includes determining the communication channels used during the learning process and determining the resources that will be used to help students achieve learning goals. The implementation stage includes preliminary activities, core activities, and closure activities. The core activity contains five processes, namely observing, questioning, exploring, associating, and communicating. Implementation activities refer to the lesson plan that has been made at the planning stage. The monitoring stage includes recapping the student attendance list at each meeting and student learning outcomes. The monitoring stage is carried out to determine the effectiveness of online learning using Google Sites during the pandemic era. Learning management is used to improve the quality of education. Online learning using Google Sites leads to an increase in student attendance at each meeting, and by using this method, students tend to be more active in discussions with teachers.

RECOMMENDATIONS

In improving the learning process's effectiveness, online learning management using Google sites can be a reference for online learning and teaching activity during the pandemic era.

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