

Hybrid Learning In Cultural Dressing And Local Wisdom: Evaluation Of Reactions, Outcomes, Behaviors, And Impacts

Masniar Hernawati Sitorus*, Rogate Artaida Tiarasi Gultom**, Megawati Manullang***,
Lasmaria Lumban Tobing****, Ivan Sianturi*****

Tarutung State Institute for Christian Studies

masniarsitorus76@gmail.com

Abstract

This study aims to develop Google Classroom-Based Online Learning Media in Christian Spirituality Course. The respondents in this study were lecturers of Christian spiritual courses at the Faculty of Christian Education, Tarutung State Institute for Christian Studies and third semester students of the Christian Education Management Department. The research instrument used is a questionnaire (questionnaire). The research method used in this study is Research and Development (R&D), using Borg and Gall using 5 steps. Validation instruments are given to validators and limited trials are carried out to students, then data is collected and analyzed. Based on the results of data analysis of the assessment of four experts as follows: the results of design expert validation are 80.95% in the category of quite feasible to use, then the results of material experts are 88.49% in the category of very feasible to use. Then the results of the trial analysis were limited to students obtained the following results: One-on-one evaluation results of 84.17% are in the category of quite feasible. Then the small group results of 86.34% were in the very feasible category and the results of large group trials of 88.17% were in the very feasible category. Thus based on these percentages, the Google Classroom Learning Media developed is in the category of very feasible to use. This means that Google Classroom is declared to still be used as a face-to-face learning medium.

Introduction

Information technology can be used as one part of educational technology that greatly supports the process of learning activities. This impact is very felt, one of which is the emergence of interesting media that can motivate student learning so that it will be able to improve learning outcomes. Another advantage is that this information technology will be able to overcome the problems of space, time, and distance in the process of learning activities.

Professional educators, of course, must be able to use learning tools well. The intended learning tools are tools used when teaching so that students can receive the teaching material delivered. Complete and appropriate learning tools will facilitate the receipt of learning materials given to students. If students easily accept lessons and master them, the learning outcomes will be good.

Learning Online As an alternative learning carried out during the emergency period during the Covid-

19 pandemic. Learning Online is a learning that uses the internet network.¹ Moore et al argue that learning Online is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. By using the internet network (Online) precisely this method has an impact on changes in the delivery of learning materials in the classroom. Learning online this will overhaul learning activities that were originally traditional in nature to be based on the internet and technology. Learning online this really needs the support of devices that are mobile.

Various media are also used for the continuity of online learning activities, including by using virtual classes using Google Classroom services, WhatsApp Group, Zoom, Google Meet, and others. The Google Classroom app was chosen to help with online learning activities. The Google Classroom application was chosen to help students and lecturers as teachers in online lecture activities. Google Classroom is an application in the form of a learning management system that can be connected to email so that it is easily accessible making it easier to understand the teaching and learning process carried out. In addition, using this application (Google Classroom) makes it easy to create, distribute, and grade assignments by teaching staff. This application also has several features that can be used in the learning process so that lecturers can open a discussion room that can be responded directly by students. Google Classroom can also display student work without having to be postponed first, data storage can be stored in Google Drive, and is easily accessible via smartphones, laptops, and computers, and can accommodate all types of files.

One of the features that will often be used by teachers in using Google Classroom be Create assignment which serves to give assignments to students. In addition, there are features Create topic No less interesting than other features is that it can be used to create lecture topics that will be discussed in virtual classes Google Classroom So that students can actively participate in lectures both in ordinary classes that are carried out face-to-face and in class Google Classroom.²

The Google Classroom application is designed to facilitate interaction between lecturers and students, students and students who are more active in cyberspace. With this application, it will certainly provide a very big opportunity for teachers to explore all the knowledge they have to be conveyed to students. In other words, this media aims to help lecturers in creating learning more actively interacting, more effective, efficient, and fun.

However, at this time, is Google Classroom Media still relevant to be used as a learning media system? Lectures carried out in the world of Indonesian education, especially at Tarutung State Institute for Christian Studies have carried out face-to-face lectures, because the Covid-19 Pandemic period is almost over. Therefore, it is likely that Google Classroom Media will no longer be used. Then the emergence of a variety of learning media systems with various interesting features, it is

¹ K Moore, J. L., Dickson-Deane, C., & Galyen, "E-Learning, Online Learning, and Distance Learning Environments: Are They the Same?," *The Internet and Higher Education* 14, no. 2 (2011).

² Swita Amallia Hapsari and Heri Pamungkas, "Pemanfaatan Google Classroom Sebagai Media Pembelajaran Online Di Universitas Dian Nuswantoro," *WACANA: Jurnal Ilmiah Ilmu Komunikasi* 18, no. 2 (2019): 225–233.

likely that Google Classroom will no longer be used.

But according to research conducted by Fuady et al that Google Classroom is an easy-to-use learning medium.³ Fitriningtiyas et al also stated in their research that Google Classroom is an application that can save time and paper, distribute tasks, and communicate regularly.⁴ Furthermore, according to Rahmad et al that: Google Classroom is easy for teachers to evaluate every activity that has been done by students in monitoring activities in order to solve problems and make learning more effective and efficient.

So to find out the answer to the problem mentioned above, the researcher wants to develop Google Classroom as a learning medium in one of the courses at Tarutung State Institute for Christian Studies. The course is Christian Spirituality. Christian Spirituality course is a compulsory subject that must be followed by students. This course is very important in increasing the maturity of the Christian faith. Spiritual Christianity is the relationship between the complete person and the Spirit of God that confirms his confession and covenant declaration in Jesus Christ as the Way of Truth and Life that only begins after deliverance from the power of sin and death. The believer's spirituality is not just the 'instant action once and for all by the work of the Holy Spirit' that results in repentance and being born again. Spirituality is like a seed that has the potential to grow and blossom in the knowledge of Christ until "we have all attained the unity of faith and true knowledge of the Son of God, full maturity, and stature corresponding to the fullness of Christ" (Ephesians 4:13). Christian spirituality must be given its proper place in the believer's life within the framework of the growth and development of the saved inner man. Therefore, spiritual growth and development should be considered and it is not only personal, the common community among believers is an important part of the link. Believers must be disciplined, given basic spiritual instruction, self-disciplined, trained for the optimization of spiritual gifts and ministry, and ultimately testified to the world.

Therefore, courses are very important to be developed in order to grow and develop faith relationships between students and God. Through this research, researchers will develop Google Classroom-based learning media that is expected to bridge the learning process so that learning objectives can be achieved. Through the development of this media, it is hoped that it can be known whether Google Classroom is still relevant to be used as a learning media system.

Research methods

Research is research and Development (R&D). Research and Development (R&D) is a process of developing educational tools carried out through a series of research using various methods in a

³ Ikhsan Fuady, Moch. Armien Syifaa Sutarjo, and Erna Ernawati, "Analysis of Students' Perceptions of Online Learning Media During the Covid-19 Pandemic (Study of E-Learning Media: Zoom, Google Meet, Google Classroom, and LMS)," *Randwick International of Social Science Journal* 2, no. 1 (2021): 51–56.

⁴ D. A. Fitriningtiyas, N. Umamah, and Sumardi, "Google Classroom: As a Media of Learning History," *IOP Conference Series: Earth and Environmental Science* 243, no. 1 (2019).

cycle that goes through various stages.⁵ Thus, development research is an activity that produces an educational product that is carried out through a series of stages, after the product is developed. Researchers will develop Google Classroom Media as a learning media system. As for the stages of development carried out using the research and development stages of Borg & Gall. This development has 10 stages consisting of (1) needs analysis, (2) planning, (3) product draft development, (4) initial field trials, (5) revising test results, (6) field trials, (7) refinement of products resulting from field trials, (8) field implementation tests, (9) refinement of final products, and (10) dissemination and implementation.⁶

The application of development steps is tailored to the needs of researchers. Likewise, according to Ardhana (2002:9) "Every development can of course choose and determine the most appropriate steps for researchers by considering the conditions faced in the development process". Based on the exposure mentioned above, to save money and time, researchers only use steps 1 to 5 of the Borg and Gall cycle.

To validate the developed product, researchers use four validators to determine the feasibility of the developed product. Then knowing the usefulness of the products developed, researchers conducted trials on 43 students. Then conduct a survey to these students to find out the usefulness of the product.

Result

Understanding the Google Classroom App

According to Wicaksono (2017: 514), Google Classroom is a multiplatform application that can be used by users. Google Classroom is a blended learning platform, developed by Google for schools that aims to simplify the creation, distribution and assignment of assignments in a paperless way. The use of Google Classroom can be multiplatform, namely through computers and mobile phones. Teachers and students can download the app through Play store on Android or Appstore on iOS with Google Classroom keywords. The use of the Learning Media System (LMS) is free of charge so that its utilization can be done as needed.

Google Classroom is a form of online learning application that can be used by lecturers as an interesting learning medium. Google Classroom has the benefit of facilitating communication between students and lecturers. This application is also useful for students to learn to listen, read, send assignments, remotely to be more practical, save time, and help lecturers create and collect assignments from students. This Google Classroom application also creates a drive folder for each student's assignment, helping and keeping all documents in an organized manner.

Google Classroom Features

⁵ Zainal Arifin, *Model Penelitian Dan Pengembangan* (Bandung: PT. Remaja Rosdakarya, 2021).

⁶ Hilyah Ashoumi, Syahir Naashiruddin, and Ahmad Ahsanul Khuluq, "Development of Learning Media for Google Classroom Session in Madrasah" 2, no. 2 (2019): 28–39.

Google Classroom bind Google Drive, Google Docs, Sheets and Slides and Gmail Together to help educational institutions transition to a paperless system. Google Calendars are then integrated to help determine due dates, field trips, and class speakers. Students can be invited to classrooms through the institution's database, via private codes that can then be added to the student user interface or automatically imported from a domain. Any class created with Google Classroom Create a separate folder in Google Drive individual users, where students can submit work for grading by a teacher. This application has various functions as well as the ability to prepare classes.⁷

Durahman also explained that there are several features that are owned Google Classroom that is: Assignments (task), Grading (measurement), Communication (communication), Time-Cost (save time), Archive Course (program archive), Mobile Application (mobile applications), and Privacy (privacy). All of these features can be used by educators during learning. How to access and use is differentiated based on the platform used such as computers, Android and iOS-based mobile phones. In addition to through google support can be through Channel on YouTube regarding Google Classroom. Basically, the initial stage is done by logging in using an account G Suite for Education or Google personal/ Google e-mail. One of the positive impacts of the Google Classroom learning tool is that this platform has many features that can be actively applied to help students learn to be more active and organized in storing learning documents.⁸

The Function of Google Classroom as a Learning Media

As teaching staff, they should be able to determine the media used when teaching in class because with that media it will further emphasize and clarify the material presented to students. Media serves for the purpose of instruction, where the information contained in the media must involve students either in the mind or mental or a real form of activity so that learning can occur. The material must be designed more systematically and psychologically, in terms of learning principles in order to prepare effective instruction. Besides being fun, learning media must provide a fun experience and meet the individual needs of students.

Google Classroom is a product part of Google For Education which is very special because this one product has many facilities in it such as giving announcements or assignments, collecting assignments and seeing who has submitted assignments. The Google Classroom website also states that Google Classroom is connected to all other Google For Education services, so educators can take advantage of Google Mail, Google Drive, Google Calendar, Google Docs, Google Sheets, Google Slides, and Google Sites in their learning process. So when educators use Google Classroom, educators can also use Google Calendar to remind students about existing schedules or tasks, while using Google Drive as a place to store learning needs such as Power Point, files that need to be used in learning and others. Thus, Google Classroom can help make it easier for lecturers and students to carry out teaching and learning activities more deeply.

⁷ Fitriningtiyas, Umamah, and Sumardi, "Google Classroom: As a Media of Learning History."

⁸ Ibid.

The benefits or positive impacts of using media in the learning process in the classroom, or as the main way of direct learning, include: 1) The delivery of lessons has become more standard; 2) Learning can be more interesting; 3) Learning becomes more interactive; 4) The length of learning time required can be shortened; 5) The quality of learning outcomes can be improved; 6) Learning can be provided when and where cool or needed; 7) Positive attitude of students towards what is learned & learning process can be improved; 8) The role of the teacher becomes more positive, the teacher's burden for repeated explanations of the content of the lesson can be reduced.⁹

Online learning has allowed the learning process to be broader, more interactive and more flexible. Students can carry out the learning process without being limited by space and time, meaning that if there are network facilities, students can carry out the learning process anywhere and anytime. One internet-based application that can be used as a learning medium is Google Classroom. Google Classroom is an internet-based service provided by Google as one of the e-learning applications (online learning).

Use of Google Classroom as a Learning Media

Google Classroom is actually designed to facilitate the interaction of educators and students in cyberspace. This application provides an opportunity for educators to explore their scientific ideas to students. As an educator, of course, the freedom of time to share scientific studies and give independent assignments to students. In addition, lecturers can also open discussion rooms for students online. However, there is an absolute requirement in applying Google Classroom, which requires qualified internet access.

The Google Classroom app can be used by anyone who joins the class. The class is a class designed by the lecturer that corresponds to the real class or real class on campus. Associated with class members in Google Classroom. Classroom design that uses Google Classroom is actually environmentally friendly. This is because students do not use paper in collecting their tuga. Google Classroom is designed to help teachers create and collect paperless assignments, including time-saving features like the ability to automatically create a copy of a Google Doc for each student. Classes can also create drive folders for each assignment and each student, to keep everything organized.

The steps for creating Google Classroom are differentiated based on their use, which is to make Google Classroom used by teachers and students. Google Classroom can be accessed using computers and smartphones. Here are the steps to create Google Classroom using a computer:

For lecturers by following these steps:

1. Open www.classroom.google.com and click Sign In to begin opening a classroom in Google Classroom. Or it can be done by opening the Gmail email then select the top right tab.
2. Click continue to start creating a class using Google Classroom

⁹ Arsyad, *Media Pembelajaran* (Jakarta: PT. Rajagrafindo Persada, 2020).

3. You will then be asked to choose a role whether as a student or a teacher, click "I am a teacher". Then, to start creating a digital class with a selection of the (+) sign on the tab, then write the class name, then click (create) to start a new class
4. If successful, the next view is the dashboard page in Classroom
5. On the Students tab, click invite students to join the class by displaying the class code.
6. On the Stream tab, click the (+) sign to add tasks, announcements, videos, assignment materials, and so on.
7. Click select theme in the upper right corner to add or change a theme image for a Google Classroom class.
8. On the about tab, teachers can add descriptions of classrooms, calendar settings and Google Drive folders.

For students by following these steps:

1. Open www.classroom.google.com and click Sign In to begin opening a classroom in Google Classroom. Or it can be done by opening the Gmail email then select the top right tab.
2. Click continue to get started with Classroom
3. You will then be asked to choose a role whether as a student or a teacher, click "me as a student". Then, register or join a class by clicking the (+) sign and clicking join class.
4. Enter the class code according to the class or subject followed
5. If successful, the next view is the dashboard page in Classroom.

Overview of Christian Spirituality Course

Christian Spirituality course is a compulsory subject that must be followed by students. This course is very important in increasing the maturity of the Christian faith. Spiritual Christianity is the relationship between the complete person and the Spirit of God that confirms his confession and covenant declaration in Jesus Christ as the Way of Truth and Life that only begins after deliverance from the power of sin and death. The believer's spirituality is not just an instantaneous once-ever action by the work of the Holy Spirit that results in repentance and being born again. Spirituality is like a seed that has the potential to grow and blossom in the knowledge of Christ until "we have all attained the unity of faith and true knowledge of the Son of God, full maturity, and stature corresponding to the fullness of Christ" (Ephesians 4:13).

The dynamics of the Christian spiritual life by the apostle Paul are described directly with regard to the role of the Holy Spirit in the development of the Christian disposition. A Spirit that transcends natural boundaries will encourage and lead to dynamic spiritual growth and maturity in the knowledge of Jesus Christ. Paul was aware that the development of a spiritual disposition requires a supernatural impulse and this is evident in the use of the term singular fruit (Galatians 5:22) to show that all the attributes he mentions are a cohesive whole, that is, a Spirit-filled disposition.

Christian spirituality must be given its proper place in the believer's life within the framework of the growth and development of the saved inner man. Therefore, spiritual growth and development should be considered and it is not only personal, the common community among believers is an important part of the link. Believers must be disciplined, given basic spiritual instruction, self-disciplined, trained for the optimization of spiritual gifts and ministry, and ultimately testified to the world. Therefore, courses are very important to be developed in order to grow and develop faith relationships between students and God. Through this research, researchers will develop Google Classroom-based learning media that is expected to bridge the learning process so that learning objectives can be achieved.

Learning Media Development Results

The results of the products developed in this study are in the form of Google Classroom-based learning media. The media development process starts from the initial media development to the final or final media. Researchers developed Google Classroom by adding learning materials in the form of PowerPoint, then adding assignments, adding Google Meet links, adding exam links, videos and others. In the development of this media, Google Classroom is developed as attractive as possible.

After the development of Google Classroom is complete, this media is assessed by experts to determine the feasibility level of the product. The assessment indicators for experts are how useful the product is, learning outcomes, presentation techniques, media display and language. After data analysis, the feasibility results were obtained as follows:

Table 1. Eligibility Results Table

Description	Eligibility Result Percentage
Expert I	80,95 %
Expert II	90,48 %
Expert III	86,90 %
Expert IV	88,10 %
Average	85,12 %

To determine the level of validity of the developed product, the results of the calculation are consulted on the validity criteria stated by Akbar as in the following table:¹⁰

Table 2. Instructional Product Validity Criteria

No.	Criterion	Level of Validity
1.	85,01 % - 100 %	Very valid can be used
2.	70,01 % - 85 %	Valid enough to use
3.	50,01 % - 70 %	Less valid, recommended not to be used

¹⁰ Sa'dun Akbar, *Instrumen Perangkat Pembelajaran* (Bandung: Remaja Rosdakarya, 2019).

4.	01,00 % - 50 %	Invalid or should not be used
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Then the feasibility results are obtained as follows:

Table 3. Product Feasibility Consultation Results

Description	Eligibility Results	Eligibility Categories
Expert I	80,00 %	Valid enough to use
Expert II	90,48 %	Perfectly valid to use
Expert III	86,90 %	Perfectly valid to use
Expert IV	88,10 %	Perfectly valid to use
Average	85,12 %	Perfectly valid to use

So based on the analysis of questionnaire data assessment of four experts on the quality of the products developed, it shows that Google Classroom is very feasible to be used as a learning medium.

Then from limited trials to students, the following results were obtained: the results of one-on-one evaluations obtained a percentage of feasibility of 84.17% was in the category of quite feasible, then the results of the small group obtained a percentage of feasibility of 86.34% was in the very feasible category and the results of large group trials obtained a percentage of feasibility of 88.17% was in the very feasible category. Thus, based on this percentage, the developed Google Classroom Learning Media is in the category of very feasible to use.

Conclusion

Based on the results of validation conducted by four experts and also the opinions of students who were respondents to this research trial, it was stated that Google Classroom Media is still feasible and valid to be used as a learning medium during face-to-face. Google Classroom is very helpful for educational institutions that do not have an adequate academic information system, so through Google Classroom students and lecturers are facilitated by this media.

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