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Utilization of Google Meet in English Courses in the Informatics Engineering Department

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ABSTRACT

Online learning is an alternative solution for reducing the chain of transmission of Covid-19. Google Meet is a video conferencing application created and developed by Google that is used for online meeting processes. The descriptive research method was used in this study. The questionnaires were distributed online using Google Forms as the research instrument. This study's population consisted of 32 students in the odd semester class 2B for the 2022/2023 academic year. The study's findings are as follows: (1) the indicator of ease of accessing Google Meet concluded that 93.74 percent of students said it was simple to access Google Meet in online learning; (2) According to the indicator of the ease of understanding online learning material with Google Meet, 87.49 percent of students said they understood online learning material with Google Meet; (3) Indicators of the efficacy of using the Google Meet application in online learning, particularly English, as many as 64.99 percent of students agree on the efficacy of using Google Meet in online learning.

INTRODUCTION

In this new normal era, the education and learning system in Indonesia has undergone changes. The Covid-19 pandemic has affected various lines of life, both political, economic, tourism, social, including education. The global pandemic of Corona Virus Disease (Covid-19), which began in early 2020, has had a significant impact on all aspects of life, including higher education. Face-to-face learning, which had previously dominated, was temporarily halted and urged to migrate to network-based learning due to the ease of transmission of the corona virus and the high mortality impact for sufferers.

The Directorate General of Higher Education (Ditjen Dikti), Ministry of Education and Culture (Kemendikbud), responded to this situation by providing learning facilities for students in tertiary institutions during the Covid-19 emergency. It was stated in the Minister of Education and Culture Circular Letter Number 36962/MPK.A/HK/2020 dated 17 March 2020 concerning Online Learning and Working from Home in the Context of Preventing the Spread of Covid-19. This rule was then reinforced by a letter dated March 31, 2020, addressed to: 1) All Leaders of State/Private Universities (PTN/PTS), and 2) All Heads of Higher Education Service Institutions Region I to XIV. According to UNESCO, 300 million students had their school activities disrupted and temporary school closures as a result of health and crisis.

When holding online lectures, the Ministry of Education and Culture requested that each university optimize its use of the Learning Management System (LMS). A wide range of online learning applications, both government and private, are available. This is thought to be more effective than face-to-face lectures. As one of institutions in Madiun, Universitas PGRI Madiun has taken precautionary measures to protect all students, lecturers, and staff from transmission or infection of the corona virus by conducting lectures through online learning platforms using various supporting applications such as whatsapp, social media, google classroom, google meet, zoom, and so on.

Online learning is an alternative solution for reducing the chain of transmission of Covid-19. Online learning is defined as learning that takes place over an internet network and includes accessibility, connectivity, flexibility, and the ability to initiate various types of learning interactions (Gilang, 2020). Online learning is learning that requires the use of an internet connection. Online learning can be used in a variety of ways during the Covid-19 pandemic, as it is now. Students benefit from the flexibility of online learning because it can be done at any time and from any location. Given that the majority of Indonesians already use the internet, it is hoped that online learning will run smoothly.

Based on the researchers' prior semester's experience, Google Classroom was used to facilitate online learning. Individual tasks are frequently offered to students in their study. Due to the lack of a clear explanation, it is less

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effective in attaining learning objectives. The scores of students' final exams tend to be below average, which demonstrates this. Based on this, the researcher creatively selected the learning material to be used in order to meet the learning objectives. According to Heinich in (Sumiharsono, Rudy & Hasanah, 2017), learning media are bearers of messages or information with the intention of teaching or including educational content. One alternative learning media that can be used is using e-learning.

According to American Society for Training and Development in (Moh.Fery Fauzi, 2020), E-learning is a broad set of application and processes which include web-based learning, computer-based learning, virtual and digital classroom. Much of this is delivered via internet, intranet, audio and videotape, satellite broadcast, interactive TV, and CD-ROM. The definition of e-learning varies depending on the organization and how it is used but basically it is involving electronic means communication, education, and training.

Google Meet is a Google product application created as a result of the development of Google Hangouts and Google Chat that offers teleconference-based video communication services via a Gmail account (Kurniawati, 2022). Teachers can use Google Meet to organize and carry out teaching and learning activities, virtual training classes, and remote interviews (Antariksawan Wayan I, 2021). Google Meet is an effective application when compared to other applications; it is also a practical application that makes it easier for teachers to deliver modules because Google Meet is free to all groups, including teachers and students (Nendissa, 2022).

Google Meet is a video conferencing application created and developed by Google that is used for online meeting processes. Google Meet is recently popular online video chat software. Users of Google Meet can make video calls to other users on an internet network. During a pandemic, such as this one, Google Meet has emerged as an alternative media for video conferencing, webinars, online meetings, and so on. It is also worth noting that Google Meet is integrated with the rest of the Google family, allowing users to join directly from calendars or email invitations (Tutang, 2021).

Based on the problem experiences at Informatics Engineering Department, it is necessary to conduct additional research on the use of the Google Meet application in English courses. This study aims to describe the use of Google Meet as an online learning media in Engineering English courses. The research objectives were to find out how easy it was to access Google Meet, how well students understood the material presented through the Google Meet application, and how effective the Google Meet application was.

LITERATURE REVIEW

The previous research, entitled "Effectiveness of Facebook Social Media-Based Online Learning in Improving Learning Outcomes," was conducted by (Sibuea, Sembiring, 2020). The purpose of this study is to determine whether online learning based on Facebook social media is more effective than regular online learning and whether the increase in student learning outcomes provided by online learning based on Facebook social media is greater than the increase in student learning outcomes provided by regular online learning. According to the study's findings, online learning based on Facebook social media was more effective than regular online learning (76.40% > 72.03%), and the increase in student learning outcomes from online learning based on Facebook social media was greater than the increase in learning outcomes from regular online learning.

Furthermore, (Hutagaol, 2021) conducted research entitled "Utilization of the Google Meet Application as an online medium for learning Indonesian". (1) The use of the Google Meet application as an online medium for learning Indonesian for students and teachers at SMAN 1 Pantai Labu during the Covid-19 pandemic has a significant impact on the learning process between teachers and students. Students believe that face-to-face or in-class learning activities are more optimal, and that material provided by the teacher is understood much more quickly.

Furthermore, (Yuliana, 2022) conducted research entitled "The Effectiveness of Using Google Meet as an Online Learning Media during the Covid-19 Pandemic. According to the findings of this study, Google Meet is being used effectively as an online learning medium, particularly during the Covid-19 pandemic, making it easier to deliver and understand learning material. Using Google Meet is also more efficient because it can be done anywhere and at any time as long as an internet connection and a cellphone/computer/laptop are available.

(Walinda, 2019) conducted research on the benefits of using Google Meet as a learning media. It is believed that the Google Meet application will run smoothly. This was discovered while the team was completing tasks, but there was a hiccup, similar to the technical issue that some of the team members were experiencing. (Farah Heniati, 2020) previous study, The Effectiveness of Google Meet Learning on Student Learning Outcomes, found that student learning outcomes scored an average of 81.70.

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METHOD

The descriptive research method was used in this study. The descriptive method, according to (Sugiyono, 2017), is a method used to describe or analyze a research result but not to draw broad conclusions. The descriptive research method is a research method that is used to create a description or description of an objective situation (Adiputra I M S., Trisnadewi N W., 2021). The questionnaires were distributed online using Google Forms as the research instrument.

This research took place at Informatics Engineering Department, Universitas PGRI Madiun. This study's population consisted of 32 students in the odd semester class 2B for the 2022/2023 academic year. This study employs primary data derived from respondents' responses to a questionnaire containing a number of weighted questions. According to (Yusrizal., 2016) , a questionnaire is a list of questions that must be completed by the person being measured (respondents). The questionnaire was distributed to students enrolled in odd semester 2022/2023 English courses who are studying online. The questionnaire contained 12 statements with the following response options: strongly disagree, disagree, disagree, agree, and strongly agree. The questionnaire's indicators are comprised of three indicators, which are as follows: 1) student responses to the Google Meet application, 2) understanding of the material in learning using Google Meet, and 3) effectiveness of using the Google Meet application.

Table 1. Likert Scale and Value

Answer Type	Score
Strongly Disagree	1
Don't agree	2
Disagree	3
Agree	4
Strongly agree	5

Sumber: Likert, 1932

After obtaining the questionnaire with 12 questions, it was analyzed by assigning a value (score) to each answer. Strongly disagree, disagree, disagree, agree, and strongly agree are the possible responses. As shown in table 1, respondents were asked questions using a Likert scale measuring instrument with a maximum value of five. Based on the operational definition established by the researcher, the Likert scale is a scale used to measure a person's or group's perceptions, attitudes, or opinions about an event or social phenomenon. This scale is a psychometric scale that is commonly used in questionnaires and is most commonly used for survey research, including descriptive survey research (Qomari in (Febtriko A., 2018)).

Respondents were asked to provide the response that best matched their feelings in response to the statement. Table 2 shows the 12 statement items from the three indicators in the questionnaire:

Table 2. Google Meet Questionnaire for English Courses

Indicator	Statement Number	Statement
Student response in the ease of accessing the Google Meet application	1	I can easily access Google Meet and understand how to use the application
	2	The appearance of Google Meet is very clear and easy to understand
	3	The Google Meet application is very helpful during a pandemic
	4	With the Google Meet application, obtaining information, materials, and collecting assignments becomes easier and more flexible
	5	Learning using Google Meet is easier than other applications
	6	Google Meet enables me to easily share documents, as well as important tasks.
	7	By using Google Meet, it allows students to get feedback more quickly
Understanding of material in learning by using google meet	8	I can understand group discussions through Google Meet better than discussions through other applications
	9	Using Google Meet to study tenses helps me comprehend concepts better.
The effectiveness of using the Google Meet application	10	Using Google Meet allows me to complete assignments more quickly

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	11	With the Google Meet application, you can save time
	12	The Google Meet tool is actively used by lecturers to deliver comments, conversations, or tasks.

RESULT AND DISCUSSION

Accessibility of Google Meet

Google Meet is perhaps best known as a business tool for conducting online video conferencing. Google Meet, on the other hand, can be used for online learning. The use of Google Meet for online learning is simple and straightforward. So, that teaching and learning can be completed quickly and precisely. We can communicate directly with anyone using video in Google Meet. Online learning with Google Meet allows for greater flexibility and efficiency. Learning activities can only be carried out immediately by connecting to the internet. Participants and users can also share documents, spreadsheets, presentations, and screen tools, allowing for real-time feedback. Google Meet can be accessed via a laptop or a mobile device.

According to the description above, Google Meet provides convenience in distance learning, allowing this application to be used by a large number of people. According to the results of the questionnaire on the ease of accessing Google Meet, 34.37 percent or 11 students stated that they strongly agreed, 59.37 percent or 19 students agreed, and 6.25 percent or 2 students disagreed with the ease of using Google Meet due to internet network constraints in the area. Overall, it appears that students have no difficulty using Google Meet. According to (Khasanah Ema F., Erlistiana, D., Salsabila Unik H., 2022)'s research, up to 50% of students believe it based on the data presented. The features in Google Meet are more or less the same when carrying out face-to-face learning because students and teachers can interact both audio and visual. The data from the student questionnaire results can be described in the form of a histogram as shown in the following figure 1:

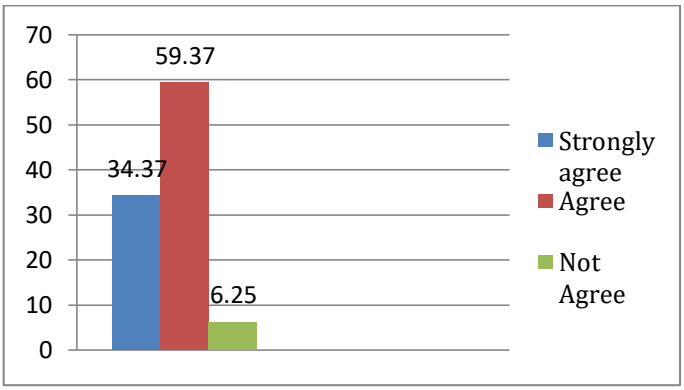


Figure 1. The histogram of the questionnaire results on the ease of accessing google meet indicator

The ability to comprehend the information presented by the Google Meet application.

The questionnaire results for this second indicator are statements about students' ability to understand lecture material delivered via the Google Meet application. With Google Meet, students could still understand the material provided during lectures, according to 46.87 percent of respondents (15). As many as 40.62 percent of students, or 13 students, said they could still understand lecture material using Google Meet. Furthermore, 12.5 percent, or 4 people, said they did not agree when delivering lecture material via Google Meet. This is consistent with the findings of (Ayu, I T., Sitohang S., Butarbutar, S R., 2021)'s research, which concluded that learning becomes interactive and is suitable for use as a learning medium that can help improve student learning outcomes by achieving 100% classical completeness. Learning is more effective when using the Google Meet application in science learning with material on changes in the form of objects at SD Negeri 091597 Tegal Sari, and students more easily understand the material when teachers share media images and videos in learning. The data from the student questionnaire results can be described in the form of a histogram as shown in the following figure 2:

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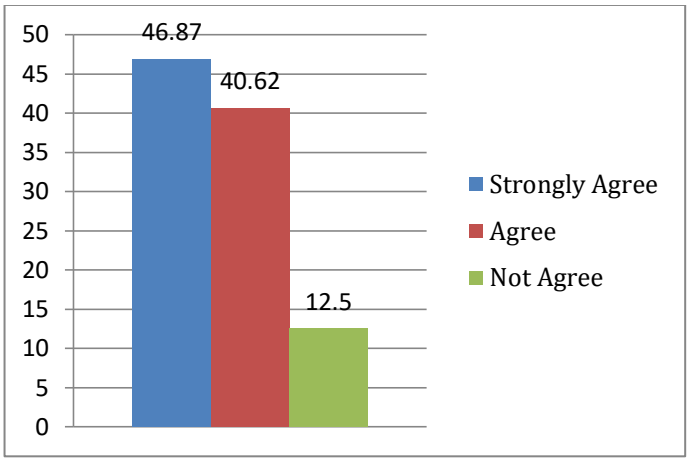


Figure 2. The histogram of the questionnaire results on the indicator Ability to understand the material presented through the Google Meet application

The effectiveness of using the Google Meet application

The effectiveness of using the Google Meet application in online learning, particularly in Odd Semester English courses, is the result of the third indicator questionnaire in this study. This indicator contains three statements. According to the first statement, Google Meet can help students complete assignments faster, 43.75 percent or 14 students strongly agreed, 50 percent or 16 students agreed, and 6.25 percent or 2 students disagreed. According to the following statement about Google Meet saving time, 40.62 percent or 13 students strongly agreed, 53.12 percent or 17 students agreed, and 2 students or 6.25 percent disagreed. In response to the third statement about active lecturers providing responses, discussions, or assignments via Google Meet, 37.5 percent or 12 students strongly agreed, while 62.5 percent or 20 students agreed. So, based on an average of the three statements about the effectiveness of using Google Meet in online learning, as many as 29.37 percent of students strongly agreed, 35.62 percent agreed, and 6.25 percent disagreed. This is consistent with (Yuliana, 2022) research, which concluded that Google Meet was an effective online learning medium during the co-19 pandemic. Google Meet's features and menus make it easier for educators and students to conduct online learning and to discuss directly if anything needs to be explained in greater detail. Furthermore, Rahayu (Rahayu S., 2021) found that using e-learning media with Google Meet is more effective for improving student learning outcomes than using Google Classroom media when learning online. The data from the student questionnaire results can be described in the form of a histogram as shown in the following figure 3:

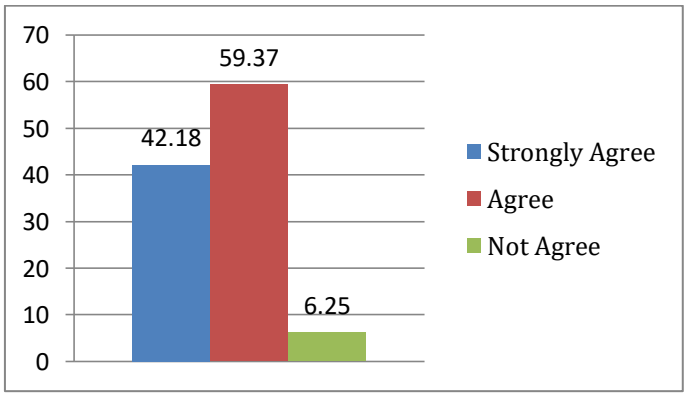


Figure 3. The histogram of the questionnaire results on indicators of the effectiveness of using the Google Meet application

CONCLUSION

According to the analysis results for the ease of accessing Google Meet indicators, 59.37 percent of students agree with the ease of accessing Google Meet, 34.37 percent strongly agree, and 6.25 percent disagree. It can be concluded that Google Meet was easy to access in online learning for 93.74 percent of students. According to the findings of the analysis related to indicators of understanding online learning material with Google Meet, as many as 46.87 percent of students answered strongly agree, 40.62 percent agreed, and 12.5 percent did not agree if delivering

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lecture material using Google Meet. As a result, 87.49 percent of students said they understood online learning material with Google Meet. According to the findings of the analysis related to the indicators of the effectiveness of using the Google Meet application in online learning, particularly in English courses, 29.37 percent of students answered strongly agree, 35.62 percent agreed, and 6.25 percent did not agree. As a result, 64,99 percent the majority of students believe that using Google Meet for online learning is effective.

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