Using Google Meet in History Learning to Support Distance Learning in the Digital Age

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Abstrak

Tujuan artikel ini menjelaskan efektivitas penggunaan google meet dalam pembelajaran sejarah sebagai penunjang pembelajaran jarak jauh (PJJ) di era digital. Metode yang digunakan yakni pendekatan kuantitatif deskriptif dengan desain eksperimen. Teknik sampling menggunakan purposive sampling dengan jumlah sampel 32 siswa dan 1 guru. Teknik pengumpulan data melalui angket yang berupa pernyataan pre-test dan post-test dengan skala likert 5 untuk menilai kegunaan google meet. Analisis data menggunakan uji paired sample t-test untuk mengetahui ada atau tidaknya pengaruh diantara dua variabel yang dibantu dengan program SPSS Versi 26. Hasil penelitian menunjukkan bahwa penggunaan google meet dalam pembelajaran sejarah pada masa pandemic dinyatakan efektif, sehingga kegiatan pembelajaran yang berlangsung berjalan dengan optimal, meskipun banyak terjadi kendala, namun dapat teratasi dengan koordinasi antar pelaku yang terlibat. Penggunaan google meet dapat berimplikasi pada pembelajaran sejarah akan lebih bermakna pada masa pandemic karena dilengkapi dengan video conference sehingga menjadi kelas virtual.

Kata kunci: era digital, google meet, pembelajaran sejarah, hasil belajar.

Abstract

The purpose of this article is to explain the effectiveness of using Google Meet in history learning as a support for distance learning (PJJ) in the digital era. The method used is a descriptive quantitative approach with experimental design. The sampling technique used purposive sampling with a sample of 32 students and 1 teacher. The technique of collecting data is through a questionnaire in the form of pre-test and post-test statements with a Likert scale of 5 to assess the usefulness of google meet. Data analysis used the paired sample t-test to determine whether or not there was an influence between the two variables assisted by the SPSS Version 26 program. The results showed that the use of google meet in history learning during the pandemic was declared effective so that the ongoing learning activities ran optimally, although there are many obstacles, can be overcome with coordination between the actors involved. The use of google meet can have implications for history learning which will be more meaningful during the pandemic because it is equipped with video conferencing so that it becomes a virtual class.

Keywords: digital age, google meet, history learning, learning outcome.

INTRODUCTION

Today there is a rapid development of information, especially in the digital era of science and technology. This is contained in the impact of openness and the spread of information and knowledge from various parts of the world that can penetrate the boundaries of distance, place, space, and time. In essence, human life in today's digital era will always be in touch with technology (Fadli & Dwiningrum, 2021). Technology at this time is essentially a process in which to get product improvements that are produced so that they are very useful. In this era, technology has influenced human

patterns in their daily lives, so that humans are still 'stuttering in technology', this causes delays in mastering information and it will also be very left behind in obtaining various opportunities for advancement. Many technologies have been created to process information delivery media or as learning media such as Android and iOS (Grand-Clement, 2017).

Android is software and at the same time an operating system based on the Linux kernel. Initially, this software was developed by Android Inc which was founded by Andy Rubin. then the company developed a digital camera operating system, before realizing that the digital camera market was not too big, the company finally changed to an operating system for smartphones. Currently, Android is being developed by Google and the Open Handset Alliance with the Android Open-Source Project (AOSP) (Ibda, 2022).

The massive use of Android in everyday life can now be used by teachers to develop learning that is supported by smartphones or other Android-based devices. Theoretical studies of learning by utilizing Android can be based on learning that utilizes computers called "Computer Assisted Instruction" (Botsas & Grouios, 2017). According to various sources, the use of CAI has a positive impact on learning, especially related to the learning outcomes achieved by students, as is the

case with the use of the Google Meet application which can be obtained or downloaded in online markets such as play stores (Botsas & Grouios, 2017).

Google Meet is a video conferencing application that is used for online meeting processes created and developed by Google. Google Meet allows users to hold meetings on the go, and conduct teaching and learning activities and virtual training classes (video conferencing), remote interviews, and much more. Google Meet has a feature that can be used to make high-quality video calls for groups of up to 250 people. Google Meet can be a distance learning model (PJJ) applied by teachers to support creativity in today's digital era.

Distance learning (PJJ) is a form of the process of social change and educational innovation, which is used as a form of challenge in this era. Utilization of google meet will add value to the experience of learning by the demands of the times. The online learning process has a more interesting impact and creates new experiences for students, but also offers new challenges, especially in the world of education, especially learning history.

Learning history carried out using a distance learning model certainly changes the pattern of learning that is usually carried out in the classroom. Learning history in class requires active participation from students so that learning objectives are optimally achieved (Karyani & Samiah, 2020). Learning history

in the digital era to remain meaningful as is done in the classroom needs to use an effective application platform so that teaching and learning activities remain effective (Absor, 2020), one of which is utilizing the Google Meet application which provides video conferencing and other features to be utilized by both teachers and students (Blasco & Virto, 2020). Teachers need to design and prepare history lessons in such a way that utilizes Google Meet as a learning medium, such as teaching materials that can be shared in the chat feature on Google Meet, and can also share other learning resources on the internet via Google Meet (Fuady et al.,2021; Sette-de-Souza, 2020).

Komalasari's research (2020) states that the use of Google Meet in learning is indeed effective during the COVID-19 pandemic and the current digital era. Aswir et al., (2021) also said that learning through Google Meet media can be used as a learning medium to convey subject matter as a support for online (distance) learning because Google Meet can be accessed by anyone easily and for free. Whereas in this study, it explains the effectiveness of using Google Meet in history learning to support distance learning in the digital era so that history learning is carried out optimally and meaningfully, as an opportunity to face challenges in an age of technological sophistication.

METHODS

The method in this article uses a descriptive quantitative approach with an experimental design. This descriptive quantitative approach to experimental design is used to collect extensive information about the events or circumstances of a variable as it is, to obtain the truth (Sugiyono, 2020; Plonsky, 2017). The population used is 32 students and 1 history teacher to accompany students during the online learning process through Google Meet by activating video conferencing. The sampling technique used is purposive sampling technique, with a sample of 32 senior high school students in class X in Kotabumi, Lampung, Indonesia.

The data collection technique in this experimental research uses pre-test and post-test to determine the students' ability to absorb the information that has been conveyed in video conference-based learning using the Google Meet application and questionnaires for teacher responses during video conference learning using the Google Meet application. The pre-test and post-test questionnaires are designed with questions and answers that appear in the form of statements that have been converted on Google Forms for easy answers. Pre-test and post-test questionnaires can help integrate student knowledge before receiving new information or knowledge so that the material or material to be taught can be

adjusted to the student's abilities, or the cognitive adjustment of students into new material if the material has not been mastered at all. by students.

The questionnaire contains fifteen statement items addressed to students and teachers who are used to find out the response in using Google Meet when learning takes place. The questionnaire uses a five Likert scale that forms a score or value in representing individual traits, such as knowledge, attitudes, and skills. The Likert scale 5 questionnaire contains answers to items with the following references:

Table 1. Answers to Statement Items in the Questionnaire

Answer Options	Value Weight
Strongly Agree (SA)	5
Agree (A)	4
Doubtful (D)	3
Disagree (DS)	2
Strongly Disagree (SD)	1

The data analysis technique uses the paired sample t-test formula, this analysis is a procedure used to compare the average value of two variables in one group from the data obtained through pre-test and post-test questionnaires (Mee & Chua, 1991). Paired sample t-test analysis is useful for testing two related samples or two paired samples, this analysis is used to determine whether or not there is an influence between the two variables, and data analysis is assisted by the SPSS Version 26 program. Paired sample t-test is a one of the test methods used to assess the effectiveness of the treatment, which is marked by the difference in the average before and after being given treatment.

Analysis of variance of the data used is normality and homogeneity test, this test is carried out so that the data comes from a normally distributed population and the groups are compared homogeneously, then after that it can be continued to test the hypothesis. The calculation of the normality test was carried out using one sample Kolmogorov-Smirnov analysis with the hypothesis that the significance value of α= 0.05. The homogeneity test was carried out using one-way ANOVA analysis through Levene's Test with a significance value of α= 0.05. While the paired sample t-test was carried out to determine the significant difference in meaning between the significance levels of the two classes used, the significance value of = 0.05. The basis for the decision to accept or reject H0 in the paired sample t-test is as follows:

Hypothesis formulation:

H0: There is no difference in learning outcomes between pre-test and post-test

Ha: There is a difference in learning outcomes between pre-test and post-test

Decision making basis:

If Asymp Sig. < 0.05 then H0 is rejected

If Asymp Sig. > 0.05 then H0 is accepted

Questionnaires of student and teacher responses during the learning process were carried out to obtain data regarding responses to components and learning activities by learning using video conferencing on the google meet application. The distribution of questionnaires is given to each student and teacher at the time of learning with the help of Google Forms. Students and teachers when studying are asked to provide answers that have been provided by researchers.

Test the validity and reliability using SPSS version 26 program, with Bivariate Pearson correlation testing technique. Based on the analysis that has been done, the results of the significance test = 0.05, it can be concluded that the statement items are valid while the results of the reliability test in this study obtained a Cronbach Alpha value of 0.913 which indicates that the 20 statement items are reliable. While the steps in this research are:

Table 2. Assessment Criteria

Score	Criteria
20-30 %	Ineffective
36-52%	Less effective
52-68%	Effective enough
68-84%	Effective
84-100%	Very effective

Figure 1. Research Steps

RESULT AND DISCUSSION

The analysis of the effectiveness test uses the paired sample t-test, before carrying out the effectiveness analysis stage it is necessary to test prerequisites, namely normality test and homogeneity test. The goal is to test the hypothesis whether it can be continued or not, analysis of variance requires that the data from the population must be normally distributed and the groups compared are homogeneous. Thus, analysis of variance requires tests for normality and homogeneity of the data. The normality test used the one-sample Kolmogorov-Smirnov test model, while the homogeneity test model was the one-way ANOVA test. The results of the data normality test are as follows.

Table 3. Normality Test

Class	N	Kolmogorov-Smirnov	Asymp. Sig. (2-tailed)	Explanation
Experiment	32	.124	.195	Normal
Control	32	.107	.200	Normal

The results of the normality test can be seen in table 3, the pre-test and post-test values of the experimental class obtained results with a significance value of 0.195, which means that the value is greater than 0.05 (0.195> 0.05). While the pre-test and post-test scores of the control class got results with a significance value of 0.200 and greater than 0.005 (0.05> 0.200). Thus, the post-test scores of the experimental class and the control class showed a normal distribution. The pre-test and post-test values which are normally distributed are then followed by a homogeneity test, which can be seen in the following table.

Table 4. Homogeneity Test

Test of Homogeneity of Variances				Explanation
Levene Statistic	df1	df2	Sig.	
1.046	2	32	.831	Homogen

Based on table 4, the results of the homogeneity test of the pre-test and posttest values for the control class and experimental class have been known with a significance value of 0.831, meaning that the value has exceeded the value of 0.05 (0.831> 0.05). Thus, the variance of the data obtained from the pre-test and post-test scores in the control and experimental classes were declared "homogeneous". After the data variants obtained from the pre-test and post-test values were declared normal and homogeneous, it was continued with the paired sample t-test stage.

Table 5. Paired Samples Statistics

Description	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	43.55	32	16.884	2.965
Post-test	53.85	32	15.625	2.759

Based on the descriptive results table above, it is known that the average learning outcome or the mean pre-test is 43.55, and the average value for the post-test score is 53.85, which means the average value of pre-test learning outcomes is 43.55 < post-test 53.85. So, descriptively there is a difference in the average pre-test and post-test learning outcomes, which can be seen in Figure 1 to clarify the difference.
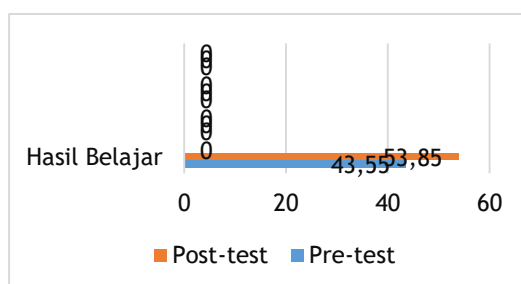

Figure 2. Pre-test and Post-test results

Figure 2 shows a significant difference between the pre-test and post-test scores. Furthermore, to see the relationship between the pre-test and post-test variables, it is necessary to test it through a correlation test, using paired sample correlations which can be seen in the following table.

Table 6. Paired Samples Correlations

Description	N	Correlations	Sig.
Pair 1 Pre-test & Post-test	32	.972	.000

Based on the output above, it is known that the correlation coefficient (correlation) is 0.972 with a significance value (Sig.) of 0.000. Because of the value of Sig. 0.000> 0.05 probability, it can be said that there is a relationship between the pre-test variable and the post-test variable. Furthermore, to see the difference between conventional learning and learning using Google Meet, it can be seen through the results of the paired sample t-test, as follows.

Table 7. Paired sample t-test

| Description | Paired Differences | | | | | | |
	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pair 1 Pre-test & Post-test	-11.51429	10.96886	1.85408	-6.210	32	.000

Based on the table above, it is known that the value of Sig. (2-tailed) is 0.000 <0.05 then H_0 is rejected, it can be concluded that there is an average difference between pre-test and post-test learning outcomes, which means that learning to use google meet by activating video conferencing is declared effective and optimal.

Responses from students and teachers use the selected score range with the provisions of a score of 1 for answers strongly disagree and a score of 5 for answers strongly agree. The scores that have been collected from the test results were obtained from 32 students and 1 history teacher at the time of learning using a response questionnaire to the use of the Google Meet video conference as a learning medium. The questionnaire contains 15 questions which are divided into two aspects of assessment (usability and performance) with a score range of 1-5. Students and teachers are asked to provide a checklist for each question, the average will be taken where the average will show the effectiveness of video conferencing as a learning medium.

Based on data from the usability aspect of video conferencing with the Google Meet application as a learning support medium, it was found that 72% of teachers and students said that video conferencing with the Google Meet application supports learning content and can make connections between teachers and students. As many as 67% of teachers

and students also rate that video conferencing with the Google Meet application is very easy to use and has an interactive nature. So, the use of video conferencing with the Google Meet application as a historical learning media has good criteria with a score of 80% which means it is effective to use.

Based on the performance aspect of video conference with the Google Meet application as a learning medium, it can be said that 70% of teachers and students said that the performance of video conference with the Google Meet application as a learning medium has very good criteria. As many as 81% of teachers and students rate video conferences with Google Meet as having very good material clarity criteria, where students can find and absorb a lot of information in it so that it can help receive the material delivered because it is more real-time. The performance aspect score is 79%, which means that it is effective to use based on the performance of the Google Meet application. Thus, the use of google meet in history learning is considered effective as a learning medium during the pandemic.

Learning history using Google Meet with the video conferencing feature is considered to be able to overcome space, distance, and time. Learning to activate video conferencing with Google Meet can optimize creativity in learning. Learning through Google Meet can optimize direct interaction between the teacher and students because it can display learning material in the share screen feature that can be seen by all participants so that participants not only hear explanations but can also pay close attention to the material provided (Firman et al., 2021). In learning history, of course, it cannot be separated from the media used because students, learning history must be able to obtain information through learning media presented both real, print, visual, audio, and the surrounding environment, so that history teaching and learning activities can run effectively and optimally, even in a pandemic.

Learning history with video conferencing using the Google Meet application can support distance learning, which makes it easier for students to absorb learning material delivered by the teacher because it is more real-time and interactive as a learning medium (Rahayu & Pahlevi, 2021). Learning history with video conferencing using the Google Meet application can support teacher creativity in dealing with the digital era. Google Meet is also very popular because of the application which can be downloaded for free, its use is also free for both students and teachers and there is virtual interaction that can be accessed by up to 100 participants or more. The concept of video conferencing using Google Meet allows for direct interaction between students and teachers, via virtual which

are not in the same place (Ismawati & Prasetyo, 2021; Amin & Sundari, 2020). Learning history cannot be separated from historical thinking, where historical thinking emphasizes a critical attitude toward a fact, synthesizing, interpreting, and linking past and present events (Sastranegara et al., 2020). Learning history is learning that makes students able to think critically about something, be it an event or critical thought and ideology. Abidin (2020) explained that learning history in the current digital era must adapt and adjust its application so that learning history can run well and be meaningful.

Learning history in the digital era is equipped with video conferencing through the Google Meet application, such as in the classroom, which makes it easier for students and teachers to adapt to distance learning. Pratama et al., (2020) explain learning using video conferencing helps teachers to assess students' development and activity directly via video conferencing which can be a means of distance learning for students, provides opportunities for students to participate in the learning process, and can provide retention for students.

The use of Google Meet in the current digital era, which is equipped with video conferencing in history lessons, can help teachers make it easier to convey material to students (Fikri & Hasudungan, 2021). Students will also find it easier to carry out their learning process because it is equipped with features available on Google Meet and can also use the internet to obtain additional information and insights to support history learning activities (Amboro, 2020). Apart from that, distance learning using Google Meet certainly has obstacles that can hamper the smooth running of history learning, due to its reliance on internet speed and the availability of internet quota.

The obstacles are: 1) there are still students living in areas where the internet connection network conditions are not supportive, so it is difficult to be able to access assignments given online (online), 2) there are some students who come from economically disadvantaged families so can't buy internet quota package. (3) students complain about the large number of assignments given by teachers in online learning, (4) there is difficulty in ascertaining whether students are doing their assignments based on their understanding, and (5) teachers cannot directly observe student activities. These obstacles can be minimized by policies or steps taken by teachers and education stakeholders, meaning that the obstacles experienced by educational actors in the digital era must be resolved jointly with synergy and integrity between education stakeholders and education actors, such as providing quota assistance internet in supporting the success of learning.

CONCLUSION

The history learning using Google Meet in history learning as a support for distance learning in the digital era can run effectively, even though teachers and students experience many obstacles, educational actors can overcome them wisely. The use of media in learning history is very important in today's digital era, especially with the form of distance learning (online), the use of media will be able to help students understand the material taught by the teacher so that it is easily absorbed and the objectives of learning history can be easily conveyed. The use of Google Meet in history learning as a form of a solution in today's critical times so that education can be transformed into a Digital Education Action based. So it is very necessary, this is done so that the process of learning history activities becomes effective, efficient, and more meaningful. Suggestions that future researchers should focus more on the sub-factors of learning history in the digital era which cannot be explained potentially through more relevant models.

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