DEVELOPMENT LEARNING MEDIA "STUDY ROOM" BASED OF E-LEARNING USING GOOGLE CLASSROOM ON SOCIAL STUDIES SUBJECTS IN ELEMENTARY SCHOOL

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Abstract
This study aims to determine the feasibility of developing learning media "study room" based of e-learning using google classroom on social studies subjects in elementary schoolfor class IV SD Negeri Bengbulang 02 through student responses and teacher responses to learning media "study room", then knowing the effectiveness of learning media "study room" in improving results. students' learning in the cognitive domain in social studies subjects for class IV SD Negeri Bengbulang 02. The research was conducted using the Research and Development (R&D) method. The sample used is the fourth grade students of SD Negeri Bengbulang 02 with a total of 20 students. The development procedure carried out follows the steps developed by Dick and Carry with the ADDIE step. Data collection techniques used are interviews, questionnaires, and tests. The data analysis techniques used were descriptive quantitative statistics, and quantitative inferential statistics which included prerequisite tests and paired sample t-tests. The results of this study are the Study Room learning media used in social studies subjects for class IV SD Negeri Bengbulang 02 with the feasibility of material experts, student responses and teacher responses, scores of 72, 119 and 48 categories are very good, respectively. The results of the student assessment with an average pretest score of 70.29 and posttest value of 99.12. Based on the results of the paired t-test in accordance with the test criteria, namely H0 is accepted if tcount ttable at the significance level = 0.05 and db= (n-1), for other t values H0 is rejected, it is known that the value of sig (2- tailed) of 0.001 0.05, then Ha is accepted and it is stated that there is a significant difference in the pretest and posttest values. The effectiveness of the e-learning based study room learning media using google classroom is seen through the students' pretest average score of 70.29 and the posttest average value of 99.12, so the students' posttest scores are greater than the students' pretest scores. Thus, it can be concluded that the learning media based on e- learning is effective on learning outcomes in the cognitive domain.
Keywords: learning media, study room, google classroom

INTRODUCTION

According to (Darmadi, H. 2018) Education is a conscious and systematic effort, carried out by people who are entrusted with the responsibility to influence students to have the nature and character in accordance with the ideals of education. Education is a means to instill a mindset and knowledge that is not yet owned by someone. Education is also one part of the process of human maturation, of course it has a big role for the development of science and technology, but on the other hand education also needs to take advantage of advances in science and technology in order to be able to achieve its goals effectively and efficiently. One way to realize the goals of national education is by implementing the education process in elementary schools which consists of several subjects.

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Education is a provision that everyone needs to have if they do not want to be left behind by the increasingly rapid developments of the times. Every citizen aged seven to fifteen years is required to attend basic education. In this case, the institution that every child must take is elementary school. In learning activities, elementary school students must be equipped with a balanced theory and practice.

Education is a continuous process and never-ending (never ending process), so as to produce a quality that is sustainable, which is aimed at the embodiment of the human figure of the future, and rooted in the cultural values of the nation and Pancaila. Education must grow philosophical and cultural values of the nation as a whole and comprehensively. So that there is a need for a more in-depth study of education, therefore education is starting to be viewed as a philosophy which refers to clarity on the basis of education itself (Lambert, D. 2018).

The purpose of national education itself is to reflect the qualities that every Indonesian citizen must have, developed by various educational units at various levels and pathways. In the goals of national education, there are various human values that must be owned by an Indonesian citizen. Therefore, the goal of national education is the most operational source in character education compared to the three sources mentioned above. (Kemendiknas, 2010).

Elementary school is basically a six-year educational institution for children aged 6-12 years (Ramdzan, S. N., Suhaimi, J., Harris, K. M., Khoo, E. M., Liew, S. M., Cunningham, S., & Pinnock, H. 2021). In Law number 20 of 2003 concerning the national education system, it is stated that the basic and secondary education levels are a type of formal education for students aged 7 to 18 years and is a basic requirement for higher education. If the child's age at the time of entering school refers to the definition of basic education in the law, it means that the definition of elementary school can be said to be an educational institution that organizes the basic education process for a period of six years which is intended for children aged 7-12 years. The general purpose of holding SD/MI is to guide physical and spiritual growth and development , talents and interests of students; provide basic knowledge, skills and attitudes that are useful for students; forming citizens state that good; continue education to the level of education in junior high school; have basic knowledge, skills and attitudes to work in the community; and skilled to live in society and can develop themselves in accordance with the principles of lifelong education.

In essence, the learning process is a process of communication or delivery of messages from the introduction to the recipient. Messages in the form of subject matter are poured into communication symbols, both verbal and nonverbal. This message will be received by students as knowledge, skills and values that can be used in everyday life. Currently the education system in Indonesia implements the 2013 curriculum. The 2013 curriculum is implemented by the government to improve the previous curriculum, namely the Education Unit Level Curriculum (KTSP). According to Law Number 20 of 2003 concerning the National Education System, it is stated that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. The curriculum used today is Curriculum 2013 with a vision to produce productive, creative, innovative, and effective Indonesian people through strengthening integrated attitudes, skills, and knowledge.

According to Permendikbud No. 22 of 2016 concerning Standards for the Learning Process which states that the learning process in educational units is held

interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with their talents, interests and abilities, physical and psychological development of students. In Permendikbud No. 37 of 2018 concerning Core Competencies and Basic Competencies of Lessons in Curriculum 2103 in Primary and Secondary Education states that the curriculum objectives include four competencies, namely (1) spiritual attitude competencies, (2) social attitudes, (3) knowledge, and (4) Skills. These competencies are achieved through intracurricular, cocurricular, and extracurricular learning processes. Then in Government Regulation Number 32 of 2013 Article 771 concerning National Education Standards explains that one of the contents that must be present at the basic education level is IPS content. Social studies learning in elementary schools has a broad scope of material because it is a combination of various branches of the social sciences. Social Sciences (IPS) is a combination of various branches of social sciences and humanities consisting of sociology, history, geography, economics, politics, law and culture to apply learning models that are able to motivate students to be active, creative, and systematic towards various problems. available and able to provide problem solving solutions based on their knowledge (Ng, H. T., Wu, S. M., Briscoe, T., Hadiwinoto, C., Susanto, R. H., & Bryant, C. (2014, June).

According to Ramdani, Y. A., & Sapriya, S. (2017) argues that social studies is one of the names of subjects given at the primary and secondary education levels. Economics, history, and geography as well as other social science subjects are integrated into social studies subjects. Rokayah, R., Disman, D., & Sapriya, S. (2017) explains that the purpose of social studies is to foster students to become good citizens, who have knowledge, and social care that is useful for themselves as well as for society and the country. According to

Gunawan, I., & Palupi, A. R. (2016), the objectives of social studies in elementary schools are as follows: the following: (1) provide students with social knowledge that can be used when living in society; (2) providing the ability to identify, analyze, and develop alternative solutions to social problems that occur in the social life of students; (3) providing the provision of communication skills between members of the community and various scientific fields as well as areas of expertise; (4) provide students with a positive mental attitude, awareness and skills towards the use of the environment which is part of life; (5) provide provision for the ability to develop social science knowledge and scholarship in accordance with the development of life, society, science, and technology. There are still many teachers who carry out social studies content learning using the lecture and question and answer method. Such learning methods make students more easily bored and passive in the process of teaching and learning activities. For this reason, teachers are strived to be more active and varied in using and developing media and learning methods to be used so as to create a pleasant learning atmosphere (Fadillah, A. 2016).

Based on background back problems and support studies that have been done before, is necessary to the development of media learning interesting and innovative accordance with the needs of students in past pandemics Covid- 19 which have an impact on the activities of teaching and learning is done in a non face-to-face. The development of learning media used is e-learning- based learning media using Google Classroom which can be used as a solution to existing problems. Researchers will examine through research and development of Research and Development to improve learning outcomes of social studies content in fourth grade students of SD Negeri Bengbulang 02.

METHOD

The research conducted is a type of research and development or Research and Development (R&D). This method aims to produce a product and test the feasibility of the product. The product developed is the basic learning media of technical drawing in engineering drawing subjects. This learning media development model uses ADDIE (Analysis, Design, Development and Implementation, Evaluation) which was developed by Dick and Carry to design a learning system.

RESULTS AND DISCUSSION

Development of learning media "study room"

So far, learning media used in the learning process at SD Negeri Bengbulang 02 only uses printed media for package books and there is no e-learning- based learning media . In connection with the current situation which requires learning to be carried out non-face-to-face due to the pandemic, for that the print media has several shortcomings in supporting the learning process. The use of print media alone is not optimal for distance learning as it is now, because the material contained in printed books is not fully understood by students. Only by using printed books, students cannot imagine their understanding of objects related to the material being studied delivered, and less practical. So that the learning outcomes of students has decreased due to a lack of interest and students' understanding of the material of learning. Social studies instructional media at 5 hero theme subtema 1 struggle heroes and historical heritage material developed is based studies instructional media booths e-larning use google classroom. This concurs with research conducted by Swita Amallia Hapsari & Heri Pamungkas in his journal that called the use google classroom as a medium of online learning in universities dian Nuswantoro, that in improving the literacy skills then Google classroom be one way to be used as a medium in the process of learning teach. The use of instructional media is highly recommended to support the learning process that has been performed remotely, in order to keep it running smoothly and learning remain two-way interaction between teachers and students. These studies instructional media booths using apps google classroom, which is where its use is very flexible, can be through a smartphone or computer.

Researchers argue that currently, the learning process will run less effectively if students are not interested in the subject, it is necessary to have a breakthrough, be it through the media, materials, or even the learning methods used. And in this day and age where all people have used electronic media, including participants. Students who like to spend time using electronic devices, it will be easier and more effective if learning is done through e-learning. Based on research conducted by Mohammad Yazdi in his journal entitled E-learning as an interactive learning media based on information technology, it is said that e-learning is more effective and efficient without considering space and time. So that researchers use learning media based on e-learning using google classroom as a daily learning medium. With the aim that students can improve learning outcomes with the developed study room learning media. The product developed is carried out according to the procedure developed by Robert Maribe Branch, namely the ADDIE model with five stages: analysis (analysis), design (product design), development (development), implementation (implementation), and evaluation (evaluation).

Discussion of the Feasibility of Learning media "study room"

The study learning media "study room"was categorized as feasible based on the validation assessment. Design validation includes validation of media experts and material experts. In the book Sunarti & Selly Rahmawati (2014) says that the assessment of product quality is carried out by material experts, media experts and teacher responses using the Linkert scale

which will produce variables that can be used to compile instrument items in the form of statements and questions. The score is processed into a value using the Benchmark Reference Assessment (PAP) conducted by comparing the scores obtained with the benchmarks that have been set previously. The validation of learning media was carried out by PGRI Yogyakarta University lecturers and students of SD Negeri Bengbulang 02, and validation from material experts was carried out by class IV teachers at SD Negeri Bengbulang 02 who provided an assessment of the suitability between the material and its presentation to obtain material that was in accordance with core competencies, basic competencies and indicators. Based on the assessment of the media experts as a whole, they obtained a total score of 35 which was included in the good category and declared worthy. The results of the material expert's assessment obtained a total score of 72 which was included in the very good category.

Then seen from the students' responses during the limited test involving 5 students, the total score was 28 with a percentage of 93%. Based on the assessment guidelines used by researchers according to Sunarti and Selly Rahmawati (2014) with 5 percentage conversions, that the percentage range of 85% - 100% is in the very good category . Thus, the questionnaire on the feasibility of student responses to the study room learning media has very good qualifications . These results indicate that the developed media is suitable for field testing. Furthermore, in the field test or large group trial, the results of student responses involving 20 fourth grade students at SD Negeri Bengbulang 02 resulted in a score of 119, with a percentage of 99% which is included in the very good category. Thus, the cubicle learning media study is suitable for use in learning activities.

Then, on a trial field test or a large group of fourth grade teacher response results in primary schools Bengbulang 02

48. Based on the obtained score assessment guidelines used by researchers according Sunarti & Selly Rahmawati (2014) says that the product quality assessment was performed using a scale Linkert which will result in a variable that can be used to arrange items instrument in the form of statements and questions. A score of 48 in the category very well with intervals of 41-50. Thus, learning media developed to have a response very well and can be widely used in the learning process.

Discussion on the Effectiveness of Learning media "study room"

According to Sunarti and Selly Rahmawti (2014) that the test criteria in the t-test are measured based on a significance of less than 0.05. If the significance value is less than 0.05, it can be said that there is a significant difference, and conversely if the significance value is more than 0.05, there is no significant difference. As in a study conducted by Chriestie EJ (2018: 46) on the influence of basic computer training and information technology for teachers with paired t test, stating that the sig of 0.000 ☐ 0.05 in other words there is a difference between pretest and posttest and treatment which in the study has a significant effect on the expected results.

Later in the study of this, note that the value sig (2-tailed) of 0.001 is less than 0.05 then H a welcome and it was stated that there was a significant difference in the pretest and posttest scores . The effectiveness of the e-learning based study room learning media using google classroom can be seen through the students' pretest average score of 70.29 and the posttest average score of 99.12, so the students' posttest scores are greater than the pretest scores . Thus, it can be concluded that the learning media based on e-learning is effective on learning outcomes in the cognitive domain .

CONCLUSION

The feasibility of the study room learning media is seen from the results of the validation of media experts and material experts on the quality of learning media. In

this study, the validation results from media experts and material experts each got good and very good criteria with the results of the validation scores of media experts and material experts being 35 and 72 respectively. These results indicate that the study room learning media developed by the researcher suitable for use as a learning medium. Furthermore, the feasibility of learning media is seen from student responses and teacher responses to learning media. Students' responses can be seen when doing a limited test and the large group test is in the very good category with a percentage of 93% in the limited test and getting a percentage of 99% in the large group test with very good criteria. Then the teacher's response to the study room learning media got a score of 48 with very good criteria. Based on the results of the paired t-test in the table above, it is in accordance with the test criteria , namely H_0 is accepted if t count $\leq$ t table at the level of significance $\alpha = 0.05$ and db = (n-1), for the price of other t H_0 is rejected, note that the value sig (2-tailed) of 0.001 is less than 0.05 then H a welcome and declared there are significant differences in the value of pretest and posttest. The effectiveness of the e-learning based study room learning media using google classroom can be seen through the students' average pretest score of 70.29 and the posttest average score of 99.12, so the student's posttest score is greater than the student's pretest score. Thus, it can be concluded that the learning media based on e-learning is effective on learning outcomes in the cognitive domain.

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