

IMPLEMENTATION OF GOOGLE CLASSROOM APPS TO IMPROVE CREATIVE WRITING SKILLS

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Abstract: The purpose of this research is to describe the implementation of the Google Classroom application to improve creative writing skills in students of the PGSD FKIP Unismuh Makassar study program. This research is a quantitative research. The research sample is 30 people. The instruments to be used in this research are: observation notes, questionnaires and performance tests. The data obtained were analyzed using quantitative descriptive analysis using the SPSS 25.0 for windows program. Based on the research results, it is known that there is an increase in creative writing learning outcomes of 23.98%. These results indicate that the Google Classroom application can improve creative writing learning outcomes and improve student performance in online learning.

Keywords: application, google classroom, creative writing

At this time, as a result of the covid 19 outbreak, the use of online learning media and online exams for students and students is highly recommended. Various kinds of online applications that teachers and lecturers can use in online learning. One of the online learning applications is the use of Google Classroom as an e-learning medium and online exams.

Along with the times and the era of globalization which is characterized by rapid development products and utilization of information technology, then the conception of the implementation of learning has shifted to the embodiment of modern learning efforts. Basically, feature Modern development here has

previously been achieved in the development of the world of education and learning, but it is still at the level of software intelligence. This has developed since learning theorists, such as Pavlop, Skinner, Ausubel, Gagne, Bloom, discovered patterns of thinking and conditioning of human learning. However, the sensitivity possessed by humans does not last forever, and learning concepts are born that try to incorporate these intelligence software products into hardware intelligence components that developed after Heinich, Briggs, and Rachey developed the concept of Learning Technology (Ghavifekr, 2018; Tondeur, 2016). Educational Technology is still focused on efforts to produce

procedures human Learning Problem Solving Procedures, however, one of these solutions today has been found, namely internal innovation Information technology-based learning models include animation learning, games learning, computer based learning tutorials.

Basic view of ICT (Technology Information and Communication) were initially simple, that is, they were only created to help speed up everything related to the packaging, transformation, and dissemination and appearance of information (Kafyulilo, 2015). However, if examined further, it turns out that the workings of this information technology are in-depth. For example, in analyzing human behavior, information technology will try to display everything that cannot be seen or heard with the five senses. On the other hand, he also tries to describe what cannot be described with the ability of human concept maps which are still limited by their experience, thus the breadth of experience will be able to be assisted by this analysis of information technology work (Hammi, 2017).

Google Classroom is the most interesting innovation from Google because is a product made for accompany teachers and students in carrying out teaching and learning activities (Wu, 2019; Marlatt, 2019). This application is designed to facilitate teacher interaction with students in cyberspace, especially in the current situation, namely the vandemi period of the corona covid 19 virus outbreak. This application provides an opportunity for teachers to explore their scientific ideas for students. The innovation provided by Google Classroom aims to help create active, effective, efficient and fun learning (Windarti, 2018; Volk, 2017; Al-Marooof, 2018).

Therefore, the researcher chose the object of research, namely students in the 5th semester of the program PGSD FKIP Muhammadiyah University of Makassar in advanced grades of elementary school Indonesian language learning courses. This is possible because the learning has emphasized the online learning system. Thus, the results of the study can show the effect of the use of ICT media on the quality of learning and student learning outcomes.

Thus, the application of the Google Classroom application in improving creative writing skills is a new innovation in the development of human resources in the world of

education. However, the Google Classroom application is not the only model for increasing students' creative writing competence but can be an alternative medium for online learning (Syahrudin, 2019; Day, 2016; Molderez, 2018). Thus, researchers will try to see to what extent the Google Classroom application improves creative writing skills.

The problem is how far ICT has been used by lecturers and students in learning creative writing, how is the online application, what are the obstacles, and what are the patterns of future utilization? This research will discuss the application of Google Classroom as a medium of information and communication technology in learning creative writing in tertiary institutions.

Google Classroom is an application that allows the creation of space class in cyberspace. In addition, this application can become a means of distributing assignments, submitting assignments and even assessing the assignments collected (Wu, 2019; Lee, 2017; Syakur, 2020). With Thus, this application can help make it easier for teachers and students to carry out the learning process in more depth, especially in tertiary institutions. This is because both students and lecturers can collect assignments, distribute assignments, assess assignments at home or anywhere without being bound by time limits or class hours.

The Google Classroom application is actually designed to make interaction easier teachers and learners in cyberspace. This application provides an opportunity for educators to explore ideas knowledge that students have. Teachers have the flexibility of time to share scientific studies and give independent assignments to students. In addition, teachers can also open discussion rooms for Google Classroom online (Syahrudin, 2019). However, there is an absolute requirement for applying Google Classroom, which requires qualified internet access.

The Google Classroom application can be used by anyone who is a member of a class in classroom. The class is a class designed by the teacher that is adapted to the real class or real class at school. Regarding class members in Google Classroom, it's explained that this app uses classes available to anyone with Google Apps for Education, a suite of free productivity tools including Gmail, Documents, and Drive.

In addition, the theoretical study in this study is writing skills creative. Creative writing is different from writing scientific. Some people put creative writing as writing for literature such as poetry, short stories, and so on. Creative writing built from two important elements, writing as a skill and creative as a mentality that tends to create. Writing is a skill to express ideas and ideas in writing. Creative relates to the ability to create. Creative writing can be defined as a writing process that is based on developing creativity and personal expression in the form of good and interesting writing (Cloutier, 2016; Badley, 2019). That is, creative writing emphasizes the active process of someone to express ideas and ideas in an unusual way so as to be able to produce different creations, which are not only good but also interesting.

Creative writing can be a new way of looking at something that blends intelligence and imagination, and that mix which characterizes creative writing. Creative writing is writing in a way different because of the source of the creation of the work creative is basically human life itself. For example, someone experiences the same event but the writing is different. The point is creative writing combines writing skills and creativity possessed by a person. Creative writing places more emphasis on the courage to write and work, or wanting to be involved and involved in creative experiential activities (Febriyani, 2017).

Creative writing tends to combine denotative and connotative word choices. Vocabulary selection in creative writing related to language skills, if using reasoning abilities it will use a choice of words with actual meaning (denotative), whereas if you use feelings you will use a choice of words with figurative meaning (connotative) (Marlatt, 2019; Sulistijani, 2018). Many types of literary writing that continue to develop use this combination of reasoning and feeling, such as prose, poetry, and drama scripts. Genres in prose, poetry, and drama scripts develop along with the times. However, the most commonly found literary writings are prose. Types of literary writing in the form of prose are quite diverse, even with the development of the times there are terms old prose and new prose. Old types of prose include fairy tales, saga, banner stories and folklore, while new prose includes novels, serial stories, romances, and short stories (Sulistijani, 2018;

Pourhosein, 2016; Febriyani, 2017; Lengelle, 2016).

In the current era, people read novels more often because the stories are long and lead them to imagine. In terms of "length", short stories are relatively shorter than novels, although there are also long short stories and short novels (Sayuti, 2007). Even at the tertiary level, students are taught to write creatively, such as writing short stories, poetry, novels, plays, and so on. Language learning has a function as a means to improve thinking skills, express ideas, convey information about an event, and creative is a process of expressing ideas or ideas using written language (Smith, 2020; Bennui, 2016; Jones, 1999; Sulistijani, 2018). Therefore, this study examines the implementation of the Google Classroom application in improving students' creative writing skills.

METHOD

This research is a quantitative research that will examine the application of the Google Classroom application in learning creative writing. The population of this study were all of the fifth semester students of the PGSD FKIP Unismuh Makassar study program who programmed 10 advanced classes of Indonesian language learning courses in elementary school. The research sample is class 5F as many as 30 people consisting of 5 men and 25 women.

Instruments to be used in This research is observation notes, questionnaires, and performance tests. Indicator assessment in the observation instrument or nontes are 1) the activeness of students in responding, asking, and answering questions submitted through the Google Classroom application, 2) the enthusiasm of students in accessing the Google Classroom application as a medium learning, 3) the seriousness of students in learning creative writing online, 4) student courage and self-confidence to write creative writing according to the task given. At this observation stage, the researcher marked a checklist (v) on the observation sheet based on observing the learning process taking place through the Google Classroom application. The criteria for assessing the indicators: - Very good: 85% - 100% - Good: 75% - 84% - Enough : 60% - 74% - Less : 0% - 59%.

Questionnaire data were analyzed using quantitative descriptive analysis in the form of percentages to make it easier to read and understand the data. The sequence of steps taken begins by calculating the acquisition score for each indicator. Then calculate the percentage of answers from each of these indicators. After calculating the percentage of answers for each indicator, then conclusions are drawn on the results of the study. This study uses guidelines from Sugiyono (2013), Arifin (2020) which states that the higher the percentage of respondents, the better the perception of the respondents.

Furthermore, the results of the performance tests are data on students' creative writing skills that are collected, recorded, and tabulated based on the aspects that are used as research variables. Then the data is given its own score to facilitate interpretation. The data obtained were analyzed using quantitative descriptive analysis using the SPSS 25.0 for windows program.

Criteria for the results of the performance test to determine creative writing skills students with four indicators namely very good, good, enough, or less. Students are said to achieve very good grades, if obtain a value range of 85-100, categorized good in the range of values 75-84, moderate category in the range of values 60-74, poor category in the range of values 0-59.

Creative writing skills tests are carried out at the beginning of learning (pretest) and after learning takes place (posttest).

RESULTS AND DISCUSSION

Research Results

Learning Process

Based on observation notes on the process of learning creative writing skills through the Google Classroom application on students show activities as following: (1) the intensive process of growing students' interest in creative writing, (2) the occurrence of a conducive discussion process to determine the building elements contained in creative writing, (3) the intensive process of students choosing the building elements of creative writing according to their imagination, (4) the systematic exposure of students when presenting their work results in the classroom application, (5) the creation of a reflective atmosphere so that students can be aware of deficiencies during the learning process of creative writing and know what to do after the learning process.

The process of learning to write creatively through the Google Classroom Classroom application as shown in table 1 below.

Table 1. The Creative Writing Learning Process Through the Google Classroom Application

Num	Aspects	F	Percentage
1.	The intensive pro process of growing students' interestn creative writing	28	93.33%
2.	The occurrence of a conducive discussion process to determine the building elements contained in creative writing	24	80%
3.	The intensive process of students choosing the building blocks of creative writing according to their imagination	27	90%
4.	Systematic exposure of students when presenting the results of their work in the application Google Classroom	26	86.67%
5.	The creation of a reflective atmosphere so that students can be aware of deficiencies during the learning process of creative writing and know what to do after the learning process	23	76%

Based on table 1 it is known that most students or 93.33% of students have a very good interest in learning creative writing. The second aspect observed relates to the conduciveness of

the discussion process to determine the building blocks of creative writing, as many 24 students or 80% in good category. The third aspect is the intensive student process choosing the building

blocks of creative writing according to their imagination, as many as 27 students or 90% and included in the very good category. The fourth aspect is the systematic presentation of students in presenting the results of their work in the classroom application, as many as 26 students or 86.67% and included in the very good category. Furthermore, the fifth aspect is the awakening of a reflective atmosphere during the reflection activity at the end learning so that students can be aware of deficiencies during the creative writing learning process, as many as 23 students or 76.67% are in the good category.

Student Response

The results obtained from the research questionnaire instrument are presented in the frequency distribution table shown in the table 3. Questionnaire data is analyzed to determine student responses to utilization the Google Classroom application in the learning process in advanced grades referring to Indonesian language learning courses on fourteen indicators which are divided into two categories, namely student acceptance on Google app implementation and performance classroom learning process. Google Classroom is also considered capable of attracting students' attention in learning and allows students to get feedback more quickly.

Table 2. Frequency Distribution of Student Responses to the Google Classroom Application

Num	Indicator	Percentage	Category
1.	Allows you to complete more tasks fast	79	Very Positive
2.	Improving the performance of learning creative	92	Very Positive
3.	Increase productivity in learning creative	85	Very Positive
4.	Very useful in the process of learning to write	95	Very Positive
5.	Ease of accessing the application.	75	Positive
6.	Ease of use as appropriate wanted	50	Negative
7.	Attract students' attention in learning creative	82	Very Positive
8.	Allows students to get feedback more quickly	90	Very Positive
9.	Students enjoy using it in learning creative	75	Positive
10.	Display is very clear and easy to understand	91	Very Positive
11.	Get announcements, materials and task collection becomes more flexible	83 %	Very Positive
12.	Makes it easier for met to store material documents and important tasks	67 %	Positive
13.	Makes it easy to store material documents in	80	Very Positive
14.	Can save time and costs	72	Positive

Apart from that, the Google Classroom display Very clear and easily understood by students. Google Classroom also makes it easy to get announcements, materials and collection of assignments to be more flexible. Google Classroom also makes it easier for students to save material documents and important assignments in real time.

In addition, the research data in the table also shows that students have good responses to the four indicators that are included in the positive category, namely indicators number 5, 9, 12, and 14.

Based on this, students agree that the use of Google Classroom in the teaching and learning process in learning theory courses and its implementation in learning can increase productivity in learning. Google Classroom makes it easy for students to access. Students also enjoy using Google Classroom in learning, and make it easy to store material documents and important assignments, and students think that using Google Classroom can save time and money.

Of the fourteen research indicators, there is one indicator that goes into negative category, namely indicator number 6 "Easy to use Google

Classroom as desired. Based on this, it shows that students disagree with the statement.

Learning Outcomes

Results of creative writing skills students as table 3 below.

Table 3. Results of Descriptive Analysis of Learning Outcomes of Creative Writing Skills

<i>Report</i>	<i>Pretest</i>	<i>Posttest</i>
N	30	30
Mean	69.30	91.16
Range	43.70	53.13
Std. Deviation	9.61	9.90
Minimum	43.80	43.75
Maximum	87.50	96.88
Varians	92.30	97.93

Based on table 3, it is known that the minimum value of students' creative writing skills before the application of media applications Google Classroom is 43.80. Furthermore, maximum value 87.50, average value 60.30, standard deviation of 9.61, and

variance of 92.30. While the minimum value of writing skills creative students after the application of the media the Google Classroom app is 43.75. Furthermore, the maximum value is 96.88, the average value mean 91.16, standard deviation 9.90, and variance 97.93.

Table 4. Characteristics of Learning Outcomes of Creative Writing Skills

Num	Category	Range	<i>Pretest</i>		<i>Posttest</i>	
			Frequency	Percentage	Frequency	Percentage
1.	Very Good	85 – 100	2	6,67 (%)	12	40,00 (%)
2.	Good	75 – 84	10	33,33 (%)	13	43,34 (%)
3.	Quite	60 – 74	15	50,00 (%)	4	13,33 (%)
4.	Less	0 - 59	3	10,00 (%)	1	3,33 (%)

Table 4 shows the characteristics of the learning outcomes of creative writing skills at the pretest, there were 2 students or 6.67% who reached the very good category with a range 85-100. The good category with a range of 75-84 was achieved by 10 students or 33.33%. Adequate category with a range of 60-74 achieved by 15 students or 50.00%. The poor category with a range of 0% -59% was achieved by 3 students or 10.00%.

Furthermore, the results of the posttest creative writing skills study, there were 12 students or 40.00% which reaches the very good category with a range of 85-100. The good category with a range of 75-84 was achieved by 13 students or 43.34%. Adequate category with a range of 60-74 achieved by 4 students or 13.33%. And only 1 student or 3.33% is in the less category with a range of 0-59. From these results it can be seen that the average score in the pretest is included in the sufficient category, then increases to a good category in the posttest.

Discussion

Based on the results of data analysis of observation notes in the learning process of students' creative writing skills, it shows several activities with the achievement of the following criteria: (1) the intensive process of awakening students' interest in creative writing with very good criteria, (2) the occurrence of a conducive discussion process to determine the building elements contained in creative writing with good criteria, (3) students choose the building elements of creative writing intensively according to their imagination with very good criteria, (4) the systematic exposure of students when presenting the results of their work in the Google Classroom application with very good criteria, and (5) the creation of a reflective atmosphere so that students can be aware of deficiencies during the learning process of creative writing and know what to do after the learning process with good criteria. This shows that the Google Classroom application shows an

excellent innovation in the learning process of creative writing skills.

The results of the questionnaire show a good response to the indicators included in the very positive category. Very student agree that the use of Google Classroom in online learning to improve creative writing skills, allows students to complete assignments more quickly, improves student learning performance, increases productivity in learning, the use of Google Classroom is very useful in the learning process.

Google Classroom is also able to attract students' attention in learning and allows students to get feedback more quickly. Google Classroom has the advantage of being used as an online learning application because it's easy to access its features, manages assignments properly, files go to Google Drive, makes it easy to review assignments that haven't been sent, and it's easy to see announcements given by course lecturers (Dewanti, 2019).

Research data also shows that students have good and positive responses to the use of Google Classroom in the teaching and learning process in advanced grades of Indonesian Elementary School can increase productivity in learning. Google Classroom makes it easy for students to access learning materials and assignments. Students also enjoy using Google Classroom in learning, and make it easier to store material documents and important assignments, and using Google Classroom can save time and money. However, students still respond negatively to the convenience of using Google Classroom as desired.

The creative writing skills performance test is carried out in two activities, namely pretest and posttest). From the results of the performance test it can be seen that the average score at the pretest is included in the sufficient category, then it increases to a good category at the posttest. The aspects assessed in this performance test include: (1) the suitability of the title with the contents of the creative writing, (2) the completeness of the intrinsic elements which include: theme, characters and

characterizations, plot, setting, language style and point of view, and (3) the use Language. The average value of creative writing skills achieved by students in the pretest was 69.30, while in the posttest students obtained an average value of 91.16. This shows that the average value of students' creative writing skills has increased from pretest to posttest by 21.86 or 23.98%. Thus, the implementation of the Google Classroom application in online learning for advanced elementary Indonesian language learning courses can improve students' creative writing skills.

CONCLUSION

The Google Classroom application can improve creative writing skills in student online learning. The results of the study show that the google classroom application media can increase student interest in creative writing, a conducive discussion process occurs, students can choose the building blocks of creative writing intensively according to their imagination, conducive student exposure in the classroom application, builds a reflective atmosphere in end of learning.

Student responses to the use of the Google Classroom application are that it can improve creative writing skills, complete assignments more quickly, and improve the performance of learning creative writing. Google Classroom is also able to attract students' attention in online learning and allows students to get feedback more quickly from lecturers.

Based on the results of pretest to posttest there was a significant increase in students' creative writing skills. The average value of students' pretest was 69.30, while in the posttest students obtained an average score of 91.16. Therefore, there was an increase of 21.86 or 23.98%. This increase occurred in all aspects of creative writing, namely the suitability of the title with the content of creative writing, theme, use of plot, setting, characters and characterizations, point of view, style of language, and accuracy of language use

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