

AN ANALYSIS OF MEDIA BASED LEARNING USED BY TEACHER AT MTs AL- AZHAR CENTER BATURAJA DURING PANDEMIC COVID-19

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Abstract

This research aims to determine English teacher of media based learning at MTs al azhar center Baturaja during pandemic covid-19. This research used descriptive qualitative case study. The subject of this research were two teachers majoring in English at MTs al azhar center Baturaja. The data was collected through the direct in interview with the teacher. The result of this study are the teachers have used media based learning such as Google classroom in very well. The teacher used Google classroom they think is very effective. google classroom can make the teacher challenge their self to be more productive to give knowledge for students. Google classroom useful for the teacher, the teacher can use many features such as class assignment features, material features and questions features. The teacher can connect google classroom in HP, laptop or computer so the teacher don't need more time to teach the students. The teacher also increases student motivation because students easily send assignment and get materials. There are two challenge factors in using google classroom. The first is facility factor and the second is the student factor. Teachers provide an alternative in the form of using a white board if there are obstacles such as internet access . then, students also sometimes have to find alternative networks such as wifi to send assignments.

Keywords: English Language Teaching, Blended Learning, Google Classroom.

Introduction

Online learning is an activity of teaching and learning process carried out by utilizing media such as applications or websites that can be accessed through an internet network that is connected or connected simultaneously, making it possible to exchange data and information between students and teachers. The European Commission (2001) explains online learning as the use of new multimedia technologies and the internet to increase learning quality by easing access to facilities and services as well as distant exchanges and collaboration. Many experts in the field of education argue and believe by applying online learning is very beneficial and gives a lot of impact to the students.

Zu et al (2020) stated that in December 2019, the outbreak of the corona virus infection was a severe acute respiratory infection that occurred in Wuhan. Coronavirus disease (COVID-19) is a new type of virus that has never been identified in humans. Coronavirus is a zoonosis (can be transmitted between animals or humans) (Directorate General of Disease Prevention and Control, 2020). The Covid-19 pandemic has a very big impact, The big impact on the sustainability of

education caused by the Covid-19 pandemic is the short-term impact, which is felt by many families in Indonesia, both in cities and in villages. In Indonesia, many families are not familiar with doing school at home. School at home for families in Indonesia is a big surprise especially for the productivity of parents who are usually busy with work outside the home. Likewise with the psychological problems of the students who are accustomed to learning face to face with their teachers and friends. And all elements of education in social life are exposed to illness due to Covid-19. Implementation of learning and teaching must take place online.

English teachers are always trying to apply good and effective teaching methods and media. It is to help students easily understand the teaching material. In learning process, teachers must be able to present the best lesson to achieve the goals by using good and appropriate media. Some studies showed that using proper learning media can improve and develop learners' vocabulary (Rassaei, 2018), language testing (Khoshsima et al., 2019), vocabulary acquisition, motivation (Chorianopoulos, 2018), and writing skills (Faridha, 2019). Given that the learning media has a vital role in EFL teaching-learning processes, this study tries to investigate English teachers' creativities in using media-based learning at junior high schools.

Based on the observation of researchers in the process of teaching and learning activities at MTs Al Azhar center Baturaja, English teachers only use applications such as Google Classroom and WhatsApp in the teaching and learning process so this study aims to determine the development of teacher creativity in creative English learning. Based on the description above, this study focuses on analyzing of media based learning used by teacher at MTs al-Azhar center Baturaja during pandemic covid-19.

Methodology

Qualitative research collects data qualitatively, and the method of analysis is also primarily qualitative. Based on the definition above, the writer used descriptive qualitative analysis to An Analysis Of media based learning used by teacher at Senior High School.

In this research the data was collected using observation, interview.

Table 1. Data Collecting Procedure

Instrument	Data Source	Participant
Interview	English teacher	2
Observation	English teacher	2

1. Observation

To find out the implementation of blended learning using Google Classroom in the actual teaching and learning process, classroom observation was conducted in this research. (Duff, 2012) states that many case study in applied linguistics employed observation especially when the objectives of the study is to investigate people linguistic performance or interaction in the actual situation. In this case, the researcher observed media based learning used by teacher at MTs al azhar center baturaja during pandemic covid-19 by using interview the researcher prepared sheet observation

to be proposed to the teacher Source by: Haekal Fikri (2020) The Application Of Google Classroom For Blended Learning In English Teaching At Universitas Sulawesi Barat.

OBSERVATION SHEET

NO	Observation		
		Yes	No
1.	The teacher provides tutorials on the use of online learning media		
2.	The teacher distributes learning materials and assignments in online learning media		
3.	The teacher explains the material in online learning media		
4.	The teacher instructs students to work on assignments that are shared in online learning media		
5.	Teachers set work deadlines through online learning media		
6.	The teacher provides an assessment using online learning media.		
7.	The teacher sends learning announcements to online learning media		

Source adopted from: Haekal Fikri (2020) The Application Of Google Classroom For Blended Learning In English Teaching At Universitas Sulawesi Barat.

2. Interview

For a study, interviews or question and answer sessions are one of the best ways to learn or explore profound information from someone. An interview is a conversation that aims to gather information in a description of the life of the person being interviewed in connection with the interpretation of the meaning of the ‘described phenomena’(Kvale,1996:174). Furthermore, Schostak (2006:54) adds that interviews are extended conversations to get in-depth information about a particular topic or subject, and through which phenomena can occur and be interpreted in the sense of meaning carried by the person being interviewed. In this case, the interview was done in the middle of a pandemic by face to face interview

Finding and Discussion

a. The Result of Observation for Class VII

The researcher observed the teaching and learning process in class VII E and VII F on April 19, 2021 from 08.00 - 10.00 WIB on HP. There were 20 students who took the class. The teacher instructs the students to open the whatsapp media and explains that the teacher will review the last material before continuing to the next material in google classroom. When finished, the teacher logs into Google Classroom then looks for the class that will be selected, then opens the class assignment feature and selects a topic with the title (student attendance) and then instructs students to fill out the attendance list. then the teacher opens the class assignment feature again and opens the material feature by making the title of the material then making a description by sending files (images and links). The teacher asks students to see the file material (images and links) that he sent through Google classroom. then the teacher opens the question feature and makes a question. Then the teacher also provides an assessment directly from the google classroom application and the teacher also gives a deadline for collecting assignments through google classroom.

b. The Result of Observation for Class VIII

The researcher observed the teaching and learning process in class VIII D and VIII E on April 20, 2021 from 09.00 - 12.00 WIB on HP. There were 21 students who took the class. The teacher instructs the students to open the whatsapp media and explains that the teacher will review the last material before continuing to the next material in google classroom. When finished, the teacher logs into Google Classroom then searches for the class to be selected, then opens the class assignment feature and selects a topic with the title (student attendance) then instructs students to fill out the attendance list. then the teacher opens the material feature and makes the material title, description and sends the next material by selecting the feature (upload file) and sending the file in the feature (Drive). So that students understand better the teacher also sends a link to view on you tube. then the teacher opens the question feature and makes a quiz, there are several questions related to the material presented. In addition, the teacher asks students to read the questions that have been sent via the (Drive) feature and answer the questions one by one. After answering the questions, the teacher provides corrections and scores on the points and time limit features that have been determined in Google Classroom. After that, the teacher asked all the students if they understood. then the teacher gives grades and assignments for the next meeting and will be discussed one by one through the google classroom media.

c. The Result of Observation for Class IX

The researcher observed the teaching and learning process in class IX D and IX E on April 22, 2021 from 08.00-10.00 WIB on HP. There were 20 students who took the class. The teacher instructs to open the whatsapp media so that the teacher explains that the teacher will review the last material before continuing to the next material in google classroom, after that the teacher logs into Google Classroom then looks for the class to be selected, then opens the feature class assignment and fills in the topic with the title (attendance). Then instruct students to fill out the attendance list, then the teacher clicks on the material feature and sends the reading text material (files and images) and writes a description (the text is narrative text, so observe the reading text). Next the teacher open the task feature and instructed the students in description feature making a video students reading text with a due date, then the teacher give a change to students if they have questions with their assignment in forum class of google classroom.

2. The Data Interview

The researcher has done the observation and interview with two English Teacher at MTs al azhar center Baturaja related to their responses on the English teaching process media based learning use By teacher at MTs al azhar center Baturaja. The result of the interview process could be described as follows:

1) Process

Based on the results of the interview, the researcher obtained information that the teacher used Google Classroom as a medium to post learning material, send assignments, and provide results. Teachers also are able to discuss with students using Google Classroom. However, teachers have not used the email provided by the school to be used in Google Classroom. 100% of students have technological devices such as smart phones. Students submit assignments and get learning material through Google Classroom. Students used the discussion feature in Google Classroom. Although they have not used the email provided by the school, teachers use personal email.

2) Challenge

Based on the results of the interview, the researchers obtained information that the teacher has challenges such as inadequate electricity so that the learning process runs ineffectively. In addition, the ability of students to use technology is still optimal. In addition, many supporting facilities for using Google Classroom in this school like a wi-fi network. teachers provide alternatives in the event of problems such as poor internet access using a blackboard. Students have challenges to internet access that are still not enough to access Google Classroom. Although the school provides facilities such as Wi-fi, it is not enough to be used by all students in the classroom. Thus, they are looking for alternatives such as using internet network access provided.

3) Understanding

Based on the results of the interview, the researchers obtained information that the teacher had used the media based learning. In addition, students find it easy to get material using Google Classroom in learning English.

4) Experience

Based on the results of the interview, the researchers obtained information that the teachers was accustomed to using technological tools in learning English. In addition, the teachers does not use other media in the blended learning method. Students are used to accessing the internet in learning to get additional material.

5) Belief

Based on the results of the interview, the researchers obtained information that there was an increase in student motivation in learning by using Google Classroom. Thus, there is an increase in student learning outcomes in learning by using Google Classroom. Google Classroom makes it easy for teachers, no need to write material on the board, saves paper to save the environment. Students welcomed using Google Classroom in the learning process. Thus, teachers are still safe using Google Classroom. Students feel that learning English is more efficient by using Google

Classroom because they can send assignments online. So, they feel motivated to learn. Although, it doesn't greatly improve learning outcomes. In addition, students and teachers feel safe and comfortable using Google Classroom in the process of learning English.

Researchers have conducted observations and interviews in English teacher at MTs Al-Azhar center Baturaja In this section, the researcher tries to discuss the results of the study with others relevant references. To justify the research findings, researchers tried to discuss it by referring to theories related to media based learning using by teacher at MTs al Azhar center Baturaja during pandemic covid-19. In using Google Classroom, the teacher can make an online class to send learning material, make assignments, and provide assessments. This is relevant with the interview answered that was given T1 by Ms. Methalia puspa sari and T2 by Ms. Anggun Puspita Sari on April, 252021.

1. The Application

a. Process

In using Google Classroom, the teacher can make an online class to send learning material, make assignments, and provide assessments. This is relevant with the interview answered that was given by Ms. Methalia puspa sari on April, 252021:

"I usually use google classroom, I will give an explanation, then I will send a photo of the material and give questions about the material sent and usually I also send a WEB from google so that they can immediately watch the material that I took from Google"

This is also relevant with interview answered that was given Ms. Anggun Puspita Sari on April, 252021:

"okay in using google classroom, mam can post material that we explain and can explain via voice message, and you can also assess directly on google classroom"

According to (Cai, 2012) With the help of computer and Internet, E-learning brings the changes of pedagogical strategies and ultimately improves the efficiency of teaching and learning. Moreover, according to Herman in (Nurbaeti, 2019) Google Classroom is an application that makes it possible for the creation of classrooms in cyberspace. In addition, google classroom can be a means of distributing tasks, submitting assignments and even assessing the collected tasks.

Based on the opinion above, it can be concluded that Google Classroom can be used to send learning material, submit assignments and provide assessments. Most students already have technology devices such as smartphones and laptops. So, students can easily collect assignments through Google Classroom.

However, teachers and students have not used the email provided by the school. Students already use Google Classroom in other subjects so there is no need to be given a tutorial using Google Classroom.

b. Challenge

In using this Google Classroom media there are some challenges encountered in the learning process. Based on the observation on April, 19 2021 there is challenge factors in using

Google Classroom. The facilities factor such as electricity that often goes out and internet connections are still limited, so the learning process is interrupted. This is relevant with the interview answered that was given by Ms. Methalia Puspa sari on April,252021:

“Hmmm a signal other than not from me eee .. from kids facilities like aa... signal. because most of our children live in rural areas and the signal is not strong. And cellphones because not all students have cellphones, they use their parents'cellphones, but when parents work the children find it difficult to learn because the cellphones are on their parents.”

This is also relevant with interview answered that was given by Ms. Anggun puspita sari on April,252021:

“the first obstacle is a signal, it is a very problem for us”

According to (Muresan & Gogu, 2013) The universities are key players are may be involved in bridging the digital divide and in developing the necessary adults' skills for successful participation in the online learning process. Moreover, according to (Hardiyana, 2015) There are several obstacles and challenges faced in applying google classroom includes the readiness of human resources especially teachers and students in implementing learning.

In this case, teachers and students must both have competent IT skills. Apart from that, another obstacle that poses a challenge in implementing Google classroom is the availability of an adequate internet network. Based on the above opinion, it can be concluded that the challenge in using Google Classroom is the presence of supporting facilities such as electricity, internet connection, and laptops. In addition, the ability of students to use technology is also a challenge in using Google Classroom. Therefore, the teacher must provide alternatives if there are challenges such as reusing blackboard media.

In addition, students must also provide alternative internet networks such as hotspots or use the internet network at the wifi.id corner. Thus, the process of using Google Classroom as a medium for Blended Learning continues to run well.

2. Student Attitude

a. Understanding

Teachers can use Google Classroom as Blended Learning media in learning to facilitate students in the learning process. This is relevant with the interview answered that was given by Ms. Methalia puspa sari on April,252021:

“Yes, so blended learning uses Google Classroom as online and offline media can be whiteboard”

This is also relevant with interview answered that was given by Ms. Anggun puspita sari on April,252021:

“Yes, I am easy to use Google Classroom”

According to (Thorne, 2003) Blended learning is creating a mix of both offline and online learning experiences in a way that they complement each other. Moreover, according to (Sibuea & Nusantara, 2019) Google Classroom was a satisfying LMS for blended learning in PLU course because of its features, user friendliness, and appropriateness in higher education programs. Based

on the opinion above, it can be concluded that the teachers is accustomed to using the blended learning method in learning using Google Classroom. Thus, students can easily study and send assignments online. The learning process becomes easy and efficient with the use of google classroom.

b. Experience

In using Google Classroom, teachers and students are able to use technological devices. This is relevant with the interview answered that was given by Ms. Methaliapuspa sari on April,252021:

“Yes, I'm used to using technology tools in learning.”

This is also relevant with interview answered that was given by Ms. Anggun puspita sari on April,252021:

“Yes, I'm used to using technology tools in learning.”

According to (Islam, Beer, & Slack, 2015) Student attitude and experience is important, with the right training to use technology for learning, if students do not have the right training and support then academics will be the first line of contact to help with technical problems. Moreover, According to (Garrison & Vaughan, 2012) Blended learning combines face-to-face learning methods and online learning methods with the help of various media. The utilization of media in blended learning can be done through online media and offline media (for example using a computer that is not connected to an internet connection).

Based on the opinion above, it can be concluded that the teacher has been already using technology tools in the learning process. In addition, students have also accessed the internet during the learning process. Thus, with the experience of lecturers and students on the use of technology using Google Classroom as a blended learning media can be effective. Teachers are easy in providing learning using technological devices. In addition, students also understand the lecturer's explanation through technological devices.

c. Belief

Google Classroom makes it easy for lecturers and students in the learning process. Thus, an increase in student motivation and learning outcomes. This is relevant with the interview answered that was given by Ms. Methalia puspa sari on April,252021:

“eeee a lot of improvements have happened because they can see eee .. so they know the use of technology. Yes there is, there is an increase in student learning outcomes in learning using Google Classroom and WhatsApp, there is a desire to learn and cellphones are not only for playing games In addition, there is an increase in student motivation and learning outcomes in learning by using Google Classroom. Thus, students welcomed the use of Google Classroom”

This is also relevant with interview answered that was given by Ms. Anggun puspita sari on April,252021:

“eeee..... there are so many improvements for students that have occurred because they can learn how to use technology better, it can be useful for them to study then eee ...in google classroom they can find out about the assignment. In additions, there is an increase in student learning outcomes in learning using Google Classroom”

According to (Khandve & Shelke, 2016) Blended learning can increase access and flexibility for learners, increase the level of active learning, and achieve better student experiences and outcomes. For the teacher, blended learning can improve teaching and class management practices. Moreover, according to (Sabran & Sabara, 2004) Through the Google Classroom application, it is assumed that learning objectives will be more easily realized and full of meaningfulness. Therefore, the use of Google Classroom actually makes it easier for teachers to manage to learn and convey information precisely and accurately to students.

Based on the opinion above, it can be concluded that the Google Classroom makes it easy for teachers in the learning process. Thus, there is an increase in student motivation and learning value. In addition, students welcomed the use of Google Classroom because they could feel safe and comfortable in the learning process. teachers can send teaching materials in the form of e-books, pictures, videos that can make students feel easy in getting learning material. In addition, students can get information about the class through the announcement feature in Google Classroom.

Conclusions

Media based learning such as Google Classroom and WhatsApp are easy to use teacher and student. the teacher is able to convey material, assignments, and provide an assessment using Google Classroom. There are two challenges factors in using Google Classes. The first is the facility factor such as frequent blackouts and limited internet connections, too the learning process is interrupted. The second factor is the student they can didn't use Google Classes either because they weren't used to it yet using Google Classroom in class. Lecturers provide an alternative inform of use of the whiteboard if there are obstacles such as internet access. Then, students also sometimes have to find alternative networks such as in the corner of wifi to send assignments. Even though students and lecturers do not use e-mail provided by the school, they use personal e-mail for use Google Classroom.

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