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# GOOGLE CLASSROOM AS A COLLABORATION TOOL FOR BLENDED LEARNING IN VOCATIONAL EDUCATION

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#### ABSTRACT

The vocational learning paradigm is changing in the demands of the current era, it is necessary to change teaching methods that follow changes in industry trends, information systems, education quality and students who have a significant relationship with pedagogical methods and the needs of the world of work. Blended learning is balanced learning. This balance is achieved by combining the advantages of the two learning modalities. It is also clear that the generally accepted concept of blended learning is to combine some aspects of technology with face-to-face learning. Google Classroom offers a core suite of tools that includes the basics of the classroom. This paper focuses on Google Classroom as a collaborative tool in blended learning, combining technology and face-to-face interaction to increase student engagement, streamline assessment and open lines of communication between teachers and students. From several studies that have been carried out through the literature review method. Google Classroom provides similar applications through Google Docs, Sheets and Slides to facilitate elearning.

Keywords: google classroom, collaboration, blended learning, vocation education

#### **INTRODUCTION**

One of the impacts of the COVID-19 pandemic is the emergence of social distancing policies (Thunström, L., Newbold, S. C., Finnoff, D., Ashworth, M., & Shogren, 2020). This policy exists as an effort to minimize the rate of its spread in the community (Michie, S., West, R., Rogers, M. B., Bonell, C., Rubin, G. J., & Amlôt, 2020). The implementation of social distancing is the basis for implementing learning from home by utilizing information and communication technology. Not infrequently, teachers and students find it difficult to adapt in the face of sudden changes (Lutfi, M., Buntuang, P. C. D., Kornelius, Y., & Hasanuddin, 2020). The use of information and communication technology has indeed been applied in the last few years in the education system in Indonesia, but has not been evenly distributed (Churiyah, M., Sholikhan, S., Filianti, F., & Sakdiyyah, 2020). In vocational education, online learning is more difficult to implement than general education (Violante, M. G., & Vezzetti, 2014).

Online collaboration is one of the choices that academics have in carrying out their duties. In online collaboration there are many tools available, for example Google Docs, Zoho, Window Live and so on (Mansor, 2012). Google Docs allows students in different locations to work concurrently but independently on the same artifact ("Using Google Docs to Support Project-Based Learning," 2011).

Information technology is currently developing very rapidly, one of which is in the field of education. If in the past we had to learn face-to-face, now we can use e-learning as a learning medium. With elearning we can include learning materials in the form of text, sound, video, and much more. E-learning allows learning from anywhere and anytime (Astuti et al., 2019). Implementing a mixed learning strategy in higher education requires a learning management system (LMS) that is stable, well-proven, and accessible to both teachers and students. Google Classroom is an LMS that meets the abovementioned criteria and has growing acceptance due to its cross-platform presence, stability and ease of use (Sibuea & LIA, 2018).

# METHOD

The literature study was identified by exploring the databases of Educational Technology Journal, SpringerOpen, Science Direct, Taylor & Francis by entering the keywords "google classroom", "blended learning", and "vocational education". As a result, articles can then be read, analyzed, and coded using a spreadsheet program.

# **Coding Scheme**

The coding scheme was adapted from a structured/systemic approach to a literature review. The approach uses four main categories in analyzing articles, which are as follows:

a. Base data: author, year of publication, journal

b. al, a place to study

c. Research methods: research approaches, methods, themes, data collection, analysis methods, research results

d. Content analysis: blended learning, technology, vocational education, content areas and designed pathways (i.e., how researchers/educators prepare education for students in the face of two learning modalities)

e. Discussion: issues discussed, future instructions, personal comments

Basic Data	Method	Content Analysis	Discussion
Mixed learning: normal and new emerging technologies	Study of literature	Literature study of recent research results analyzing the implications of	Mixed learning is balanced learning. This balance is achieved by combining the advantages of the two learning modalities
Dziuban C,		using blended	
Graham C.R,		learning	
Moskal P.D.,		technology in	
Norberg A &		vocational	
Sicilia N		education	
2018			

#### **Table 3. Research Coding Scheme**

# 3. Results and Discussion

# a. Blended Learning

The word "mixed" implies a combination or mixture. A similar situation occurs in mixed learning. For example, in a course that meets over three weekly contact hours, two hours might be allocated to traditional in-class meetings from when the equivalent of one weekly hour is conducted online. (Bloemer & Swan, 2013). Engaging a mixed learning model provides the essential methodological scaffolding needed to effectively incorporate face-to-face instruction, online instruction, and an array of content objects and assets from all form factors (McGrath, 2013). The image below shows the ways of blended learning.



# **BLENDED LEARNING**

Figure 1. The ways of blended learning

Media is a form of delivering messages, for example still images, technology is a vehicle that transports the medium, such as television, computer screens, or photo albums. Furthermore, recognizing technology is very much in the cost of installation and maintenance, and media is very much in the cost of production and dissemination. The classroom is an ideal technology for achieving multiple learning outcomes (McGrath, 2013).

# b. Effects and challenges

Internet access increased significantly across the region (C. D. Dziuban et al., 2011). Technology-assisted learning systems are being developed at an ever-increasing pace, and the labels applied to those systems are growing with them. For example, we not only have e-learning, but we also have hybrid learning, online learning, and mobile learning (m-learning), to name just a few (Keller, 2008). Blended learning is learning that is supported by a combination of effective delivery methods, different ways of teaching and learning styles and is found in open communication between all parties involved with training". The benefits of using blended learning as a combination of face-to-face teaching and online teaching, but more than that as an element of social interaction are:

- 1. Interaction between teacher and students
- 2. Teaching can be online or in person

3. Blended Learning = combining instructional modalities (or delivery media),

4. Blended Learning = combining learning methods

The benefit of using e-learning as well as blended learning in today's world of education is that elearning provides flexibility in choosing the time and place to access lessons. students do not need to travel to where the lessons are delivered, e-learning can be done from anywhere whether they have access to the Internet or not.

#### c. Leveraging Google Classroom for Mixed Learning

Mixed learning forces us to consider the characteristics of digital technologies, in general, and information communication technologies (ICTs), more specifically (Norberg, 2017). Information and Communication Technology, ICT, has now for decades been increasingly used for higher education, enabling distance learning, e-learning and online learning, especially in parallel with mainstream educational practice (Norberg, 2017). WBI was 19% more effective than CI (Classroom instruction) for teaching declarative knowledge when web-based trainees were given controls, in long courses, and when participants practiced training materials and received feedback during training (Suzmann et al., 2006).

In Google Classroom as a Tool for Active Learning, Shaharanee, Jamil, & Rodzi said that Google Classroom is useful in helping the teaching and learning process, because of its ease of use, they intend to use it when needed (Shaharanee et al., 2016). The teacher's heavy duty is to make students aware of its use in future workplaces, as well as to ensure students' confidence that it is easy to use. Classroom Google can be upgraded to a pedagogical/cognitive tool to help shift the focus of the classroom from teacher-centered and controlled to student-centered and open to inquiry, dialogue and creative thinking on the part of learners as active participants. In addition, they concluded that students were satisfied with Google Classroom, thus indicating that Google Classroom is effective as an active learning tool. Research efforts show that we are constantly determining through observation, surveys, and analyzes of student demographics and course design as to what leads to greater student satisfaction with learning methods. This approach, in turn, will contribute to the training of online instructors in the methods and design of educational support programs that enable students to succeed in an online environment. It is time that the google classroom tool was integrated into the teaching and learning of data mining software, not only because it is a useful utility tool (Ramadiani et al., 2017).

#### CONCLUSSION

In considering effectiveness, the authors argue that BL converges around students' access, success, and perceptions of their learning environment. Success and withdrawal rates for face-to-face and online courses were compared with BL when they interacted with minority status (C. Dziuban et al., 2018). Mixed learning is consistent with the values of traditional higher education institutions and has a proven potential to increase the effectiveness and efficiency of meaningful learning experiences (Garrison & Kanuka, 2004). Blended learning precedes modern instructional technology, its evolution will be closely tied to contemporary information communication technology that approaches several aspects of the human thought process (C. Dziuban et al., 2018).

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