

Utilization of Google Workspace as a Productivity and Collaborative tool in supporting Active, Innovative, and Creative Learning at SMAN 3 Parepare

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ABSTRACT

Community service activities that will be carried out at SMAN 3 Parepare are community service activities that will be carried out based on problems in partner schools, namely in the teaching and learning process where teachers provide material and assignments by explaining directly to students without any media and learning technology. A learning process like this can reduce student enthusiasm for learning, so learning objectives cannot be adequately achieved. The purpose of this service activity is to provide an introduction and training to teachers and students regarding Google Workspace for Education, which has advantages such as having virtual classes, online absences, implementing online video streaming/face-to-face learning, being able to assess student assignments directly, availability of facilities which can assist students and teachers in terms of uploading and downloading lesson materials and projects, providing discussion forum facilities, as a simple and flexible tool to increase the effectiveness of collaboration between teachers and students and as a comprehensive solution in the use of technology for teachers to be able to develop professionally, work efficiently, teaching interactively by utilizing Google Workspace for Education for learning, and being able to increase student learning enthusiasm to encourage academic integrity to support active, innovative and creative learning.

Keywords: Technology, Learning, Collaboration, Innovative.

INTRODUCTION

Parepare City is a city in South Sulawesi Province, Indonesia. Parepare City is the birthplace of the 3rd President of the Republic of Indonesia, B.J. Habibie. Apart from being known as the City of Love, Parepare is also known as the City of Education. In the Municipality of Parepare, there are several tertiary institutions, high schools, junior high schools, and elementary schools. One of the universities in Parepare is the Institute of Technology Bacharuddin Jusuf Habibie (ITH).

The condition of education in Parepare City, especially in the SMAN 3 Parepare school, is currently in the process of teaching and learning. In this process, the teacher provides material and assignments by explaining directly to students without using learning media and technology. A learning process like this can reduce student enthusiasm for learning so that learning objectives cannot be adequately achieved (Basit et al., 2021).

Teaching and learning activities at SMAN 3 Parepare require teachers to create a conducive learning atmosphere and climate for their students. The presence of technology in the education of students and teachers is required to utilize various sources and sources of learning to be able to carry out learning by paying attention to how students can develop more, as well as on the student's side, namely the lack of interest in student learning and their needs (Nita Silfia et al., n.d.). Each student's learning style is different, so media is needed. Learning is tools and services that can adapt teachers and students to collaborate well, increase productivity, communicate

flexibly, and manage assignments in the learning process so that each student can learn, be inspired, and maximize their potential (Wahyuni & Dosen Jurusan Tarbiyah STAIN Jember, n.d.).

The era of the industrial revolution 4.0 had an impact on the world of education known as technology-based learning or ICT. In studies that discuss ICT, it is explained that ICT is computer and telecommunication/multimedia technology (in its various forms), which already has several capabilities such as data/information processing, control devices, communication tools, and educational media, there are three basic principles of ICT as a reference (Wahyuni & Dosen Jurusan Tarbiyah STAIN Jember, n.d.). The era of globalization is expected to be an opportunity for mutual understanding and collaboration to achieve common goals (Subekti et al., n.d.). In its development and utilization, namely: a systems approach, student-oriented, and utilization of learning resources. The principle of using learning resources means that students must be able to use them to access the knowledge and skills they need. One more thing, technology in education is a field that emphasizes aspects of student learning.

The success of learning in one educational activity is how students can learn by identifying, developing, organizing, and using many learning resources (Wahyuni & Dosen Jurusan Tarbiyah STAIN Jember, n.d.). There are many sources or media that teachers can use to enhance learning. One of them is Google Workspace for Education. Google Workspace for Education, formerly Google Suite for Education, is a set of Google tools and services used for school collaboration (Malikah et al., 2022). Google Workspace for Education is a Google product that includes the productivity and collaboration tools available in the education cloud as tools for learning. Using Google Workspace for Education requires an internet connection, a web browser, and a mobile device such as Android, iOS, and Windows (Marlina, n.d.).

Appropriate technology connecting teachers and students is needed to achieve learning and educational goals. However, at SMAN 3 Parepare school, the teachers and students must be fully prepared to use ICT to support active, innovative, and creative learning.

So that the service proposers are motivated to carry out community service activities by providing Google Workspace for Education training for learning at SMAN 3 Parepare School with the use of information technology which has advantages such as having virtual classes, online absences, implementation of learning by video streaming/online face-to-face, being able to assess assignments students directly, the availability of facilities that can help students and teachers in terms of uploading and downloading lesson materials and projects, the availability of discussion forum facilities so that interactions between teachers and students can be carried out correctly, and also communication can run smoothly so that it can help achieve learning objectives at SMAN 3 Parepare school (Nafsi & Trisnawati, 2021)

METHOD

This service activity is carried out by conducting training for partners. The movement in question is technology-based learning using Google Workspace for Education.

- Introduce Google Workspace for Education, a Google product that contains productive and collaborative tools available in cloud storage for educational institutions as a facility for the learning process.
- Provide training on Google Workspace for Education, an easy-to-use learning tool to increase the effectiveness of collaboration and communication, increase productivity between teachers and students, and maintain privacy with proactive security features and controls.

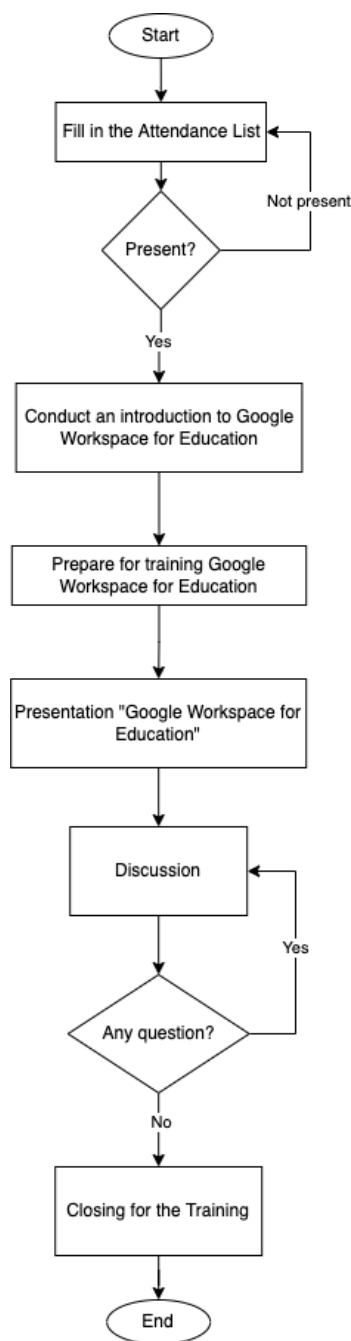


Figure 1. Flowchart Method

RESULT

The Google Workspace training activity that will be carried out at SMAN 3 Parepare aims to provide an introduction and training to teachers and students regarding Google Workspace for Education which has advantages such as having virtual classes, online absences, implementation of learning by video streaming/online face-to-face, being able to assess direct student assignments, the availability of facilities that can assist students and teachers in terms of uploading and downloading lesson materials and projects, the availability of discussion forum facilities, as a simple and flexible tool to increase the effectiveness of collaboration between teachers and students and as a comprehensive solution in the use of technology for teachers are able to develop professionally, work efficiently, teach interactively by utilizing Google Workspace for Education for learning, and are able to increase student enthusiasm for learning so as to

encourage academic integrity to support active, innovative learning if and Creative. The training activities began with providing material explaining the uses of each of these applications. Then they continued with hands-on practice by the participants following the guidance of the teaching team who guided the training activities. The first practice was to create a class on Google Classroom, a discussion forum in Classroom, and class assignments for students. The following procedure is that the participants are taught how to use Google Meetings for online classes and continue with how to store and share files via Drive and then create a website using Google Sites.

Figure 1 shows a brief presentation of the material by one of the presenters from the training team, in production of the material explained by the speaker regarding the functions of several Google Apps applications, such as an explanation of the procedures of Google Classroom, Forms, Jamboard, and Drive, and the Google Site. Figure 2 above shows hands-on practical activities by participants who are guided by a team of lecturers on how to create and use Google apps, such as the practice of how to make questionnaires using Google forms, create classes and discussion forums using Google Classroom, Google Jam board and save and share files for storage. Cloud using Google Drive and build a website using Google Sites. Figure 3 describes the practical activities provided by the lecturer team, namely by providing training materials on how to make websites using Google sites. In this session, the participants were guided to practice directly to create learning websites on the subjects taught by each teacher. Participants were instructed to open the Google Sites application, log in, and create a new worksheet. After that, the participants were also taught how to add videos, insert images, and download the material that had been made.

At the end of the training activity, time was given for participants to ask questions related to the training that had been given; during the question-and-answer session, there were several questions posed by the participants, such as how to insert videos into Google sites and then also related to how to share presentation files in online meetings using google class meetings. Besides that, at the end of the session, a post-test was also carried out to measure the results of the training participants using quizzes interactively and excitingly. From all the series of training activities carried out by the participants, they were very enthusiastic about participating in the training activities and were very good at following and directly what was directed by the teaching team in providing training.

Based on the results of observations and questions and answers as well as the results of the post-test conducted during the activity, the Google Workspace for Education training activities for Parepare 3 Public High School Teachers yielded the following results:

- It increased participant knowledge regarding using Google Workspace for Education to support offline and online learning activities.
- Participants can understand, follow and practice directly using google classroom, meeting, form, jam board and drive google sites as learning media.
- Google workspace for education training for SMA Negeri 3 Parepare teachers can improve teachers' ability to utilize technology, especially google workspace for education for teaching and learning process activities.
- Thirty-five participants attended this activity.
- The response from the training participants was very positive because the participants felt the benefits of Community Service activities, namely the Google Workspace for Education training. Participants can receive and understand the training material and follow the practice of using the application well.
- The participants were enthusiastic about being given training in making exciting learning materials, such as creating an accessible website.

CONCLUSIONS AND RECOMMENDATIONS

The implementation of community service in the Information Systems Study Program Bacharuddin Jusuf Habibie Institute of Technology Community with Google Workspace for

Education training for SMAN 3 Parepare teachers can run well and get positive responses/responses from activity participants. Thirty-five participants attended this training activity. The answer regarding this activity was very positive because participants felt the benefits and positive impacts of this training activity, namely as a simple and flexible tool to increase collaboration effectiveness, manage classes, and support a safe learning environment. Moreover, as a comprehensive solution that combines security and analytics that provide control, visuals, and insight in enhancing learning and as a tool to encourage academic integrity in SMAN 3 Parepare schools.

And the suggestions submitted by the participants in the service activities were to increase the professionalism of teachers in teaching and their hopes through the Follow-Up Plans that the training participants could share their knowledge and experiences with school stakeholders and colleagues regarding administration and improving the quality of service and for the next activity it continues on activities advanced training on how to make exciting learning materials and videos for students, for example using Canva or the like.

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APPENDIX



Figure 2. Presentation of material



Figure 3. Practicum training participants

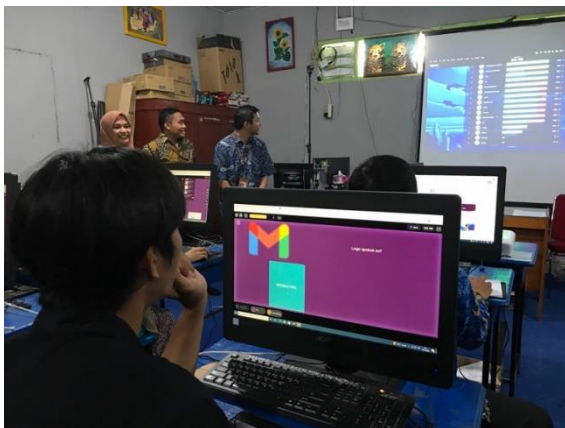


Figure 4. Practicum for creating a website using Google Sites

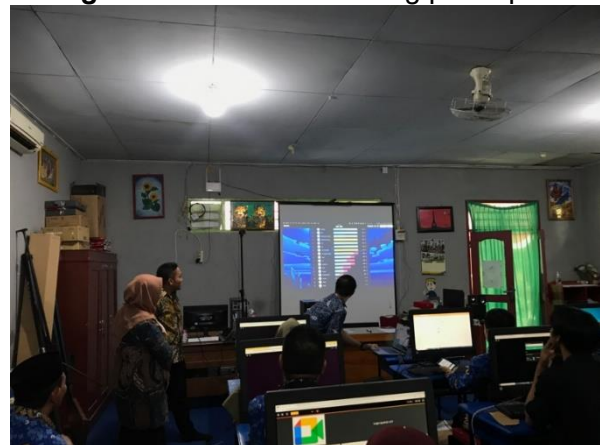


Figure 5. Pre-test and Post-test



Figure 6. Group Photo