The Effect of Online Learning Google Classroom Platform on Learning Outcomes of Business Process Subjects in Various Industries in the Clothing Sector

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ABSTRACT

The purpose of this study was to determine (1) the effect of online learning on the google classroom platform on learning outcomes (2) an overview of online learning on the google classroom platform (3) student learning outcomes. This type of research is ex post facto quantitative research. The sampling technique used stratified random sampling. The data collection technique was carried out by questionnaire and documentation techniques. The test instrument for validity uses product-moment correlation. Reliability test using Alpha Cronbach. Prerequisite test using normality test and linearity test. The data analysis technique used descriptive analysis and hypothesis testing using simple linear regression analysis. The results showed that (1) there was no significant effect between online learning on the google classroom platform on student learning outcomes and (2) online learning on the google classroom platform obtained an average of 86.85 belonging to the high category. (3) Learning outcomes are indicated by the average score of 85.95 belonging to the very high category. A Simple linear regression test obtained a significance value of 0.469 > 005. The significance value is more than 0.05, which means that there is no significant effect between online learning on the Google Classroom platform on student learning outcomes.

Keywords: *Online Learning, Google Classroom,*

1. INTRODUCTION

Education has an important role to create quality Human Resources. Students of SMK Negeri 1 Saptosari at SMK Negeri 1 Saptosari are equipped to be able to produce clothing. Curriculum-22 on the basics of vocational fashion has nine elements. One of the basic elements that equip students in producing clothing is the Business Process element of Various Industries in the Clothing Sector. This element contains material on knowledge and skills regarding business processes in the fashion industry.

The emergence of the Covid-19 virus has changed conventional learning into online learning. Teachers and students cannot carry out face-to-face learning optimally. This was carried out based on a circular from the provincial government to stop the spread of the Covid-19 virus. Nevertheless, learning is still carried out based on the applicable curriculum and implementing health protocols recommended by the government. Its implementation requires an internet connection as an intermediary.

The utilization of information technology is an alternative in carrying out online learning. Online learning requires a platform that can be used to interact between teachers and students (Yudiawan, 2020). One alternative platform used in online learning is Google Classroom (Hasanah, 2020). Google Classroom is a Google service to facilitate teachers and students in interacting and teaching and learning online (Daud & Hardian, 2021). Google Classroom becomes a virtual learning space by inviting students to join the class, providing information related to teaching and learning activities, providing teaching materials in the form of presentation files and learning videos, giving assignments to students, and making a schedule for collecting assignments (Iftakhar, 2016).

Online learning with Google classroom has positive and negative impacts (Noah & Gbemisola, 2020). The positive impact of Google Classroom as an online learning platform is that students can learn with new applications' in accessing subject matter without the time and place limits and can increase students'

independence in completing their assignments. The negative impact of online learning with Google Classroom is that spending is getting more and more extravagant to buy internet quota, the less stable internet network affects students in accessing learning. In addition, the lack of interaction between educators and students affects the level of understanding of students in receiving the subject matter (Firdaus, 2020).

Based on interviews with teachers of the Business Processes of Various Industries in the Clothing Sector at SMK Negeri 1 Saptosari, it was revealed that some students had difficulty understanding the learning material. In addition, students are also less active in participating in learning. The behavior of students who delay submitting assignments on the assignment forum. This becomes a burden for students because when students postpone their assignments, new assignments will be followed so that the assignments become piled up.

Learning outcomes are the final results that are owned by students after experiencing the learning process in the form of numbers or symbols as a benchmark for the success or failure of students in participating in learning (Sumyadi et al., 2020). The value of learning outcomes differs for each student. It is this inequality that distinguishes learning achievement between students. Learning outcomes are real skills that can be measured using a learning achievement test which is the final target of a person's learning process (Jimaa, 2011). Student learning outcomes in the Odd Semester Final Assessment (PAS) Class X Fashion Design skill program at SMK Negeri 1 Saptosari showed that 5.5% of students got a very high score of 90, namely 4 students. 94.5% of students scored above the KKM as many as 68 students. Based on the syllabus for the Basic Design subject, the KKM number is 75.

2. METHODS

This research was conducted at Smk Negeri 1 Saptosari in January. This research is a descriptive study with a quantitative approach (Johnson & Christensen, 2017). The population in this study were all students of class X of the Fashion DesignStudy Program at SMK Negeri 1 Saptosari which consisted of 2 classes. Each class consists of 36 students so the total population is 72 students. The sampling technique in this study used a probability sampling technique with proportionate stratified random sampling using the Slovin formula with a precision of 10%.

Data collection techniques were obtained from documentation and questionnaires (Abawi, 2017). The research instrument was tested on several research samples so that it became a user trial. Validity test using Pearson Product Moment, reliability test using Cronbach Alpha. The results of the validity test of the online learning questionnaire data obtained that 3 items failed, namely numbers 3, 15, and 19, while 27 items were declared valid. The results of the learning data reliability test obtained an alpha value = 0.938 and the learning outcomesdata was obtained from the report card value. The data analysis technique used descriptive analysis and statistical analysis with analysis prerequisite tests, namely normality test and linearity test.

3. RESULTS AND DISCUSSION

The data description of the influence of online learning on the google classroom platform on learning outcomes can be explained in table 1.

Table 1. Summary of Research Data

Variable	Skor Observasi				Skor Ideal				Med	Mo
	Max Score	Score Min	Mean	SD	Score Max	Score Min	Mean	SD		
X	108	56	86,85	10,71	120	30	75	15	86,5	90
Y	90	84	85,95	1,79	100	0	50	16,67	85	87

(Source: research data analysis)

The results of the descriptive calculation of the score category observation score are as follows. The results of the distribution of online learning frequency (X) are described in table 2.

Table 2. Frequency distribution of online learning

No	Class	Frequency	Relatively %
1	56 - 65	2	4,76%
2	66 - 75	1	2,38%
3	76 - 85	16	38,09%
4	86 - 95	16	38,09%
5	96 - 105	4	9,52%
6	106 - 115	3	7,14%
	Amount	**42**	**100%**

(Source: research data analysis)

Based on Table 2, the frequency distribution of data on the online learning variable on the google classroom platform, the highest frequency is 16 in the internal interval class 76-85 and 86-95 with a relative frequency of 38.09% while the lowest frequency is 1 in the interval class 66-75 with a frequency relatively 2.38%. The results of the frequency distribution can be explained in Figure 1.
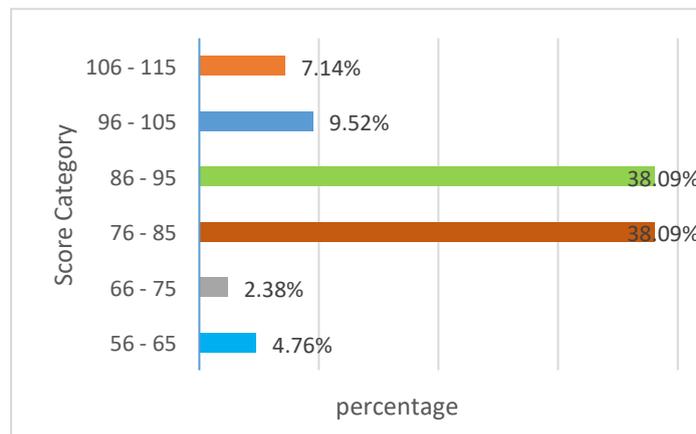

Figure 1. Histogram of the Frequency Distribution of Online Learningon the Google Classroom Platform

Based on Figure 1, it can be concluded that the highest frequency distribution is found in classes 76-85 and 86-95 with 16 respondents. The summary of the results of category calculations is described in Table 3.

Table 3. Categories of Online Learning

Classification	Interval	Frequency	Relatively (%)
Very low	$\bar{x} \leq 52,5$	0	0%
Low	$52,5 < \bar{x} \leq 67,5$	2	4,76%
Currently	$67,5 < \bar{x} \leq 82,5$	13	30,95%
Tall	$82,5 < \bar{x} \leq 97,5$	21	50%
Very high	$\bar{x} > 97,5$	6	14,28%
Amount		**42**	**100%**

(Source: research data analysis)

The results from Table 3 show that the highest results are in the interval 82.5 < x 97.5 with a frequency of 21 and a relative frequency of 50%. This shows that the trend of online learning on the Google Classroom

platform in class X Fashion Design at SMK Negeri Saptosari is in the high category. The results of the online learning category can be explained through the histogram in Figure 2.
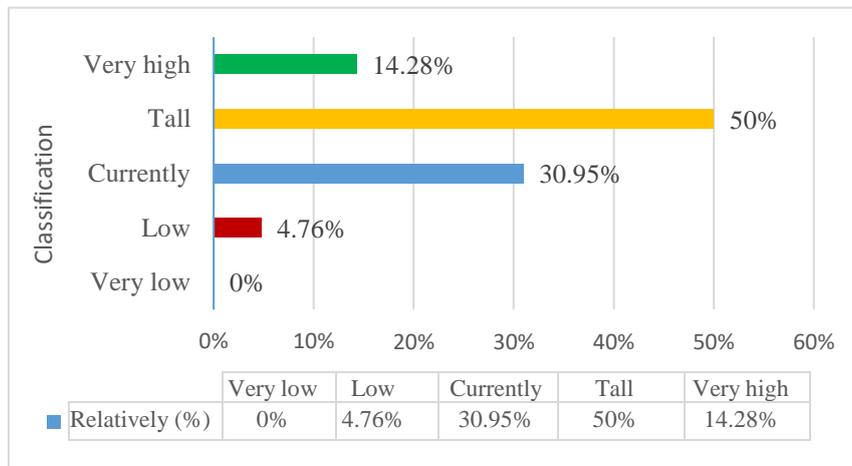

	Very low	Low	Currently	Tall	Very high
Relatively (%)	0%	4.76%	30.95%	50%	14.28%

Figure 2. Histogram for Online Learning Platform Google classroom.

Based on Figure 1, it can be concluded that the highest online learning category is at the interval of 82.5-97.5 as many as 21 respondents. The results of the frequency distribution of learning outcomes are described in Table 4.

Table 4. Frequency Distribution of Learning Outcomes (Y)

No	Class	Frequency	Relatively %
1	84 - 85	23	54,76%
2	86 - 87	15	35,71%
3	88 - 89	0	0
4	90 - 91	4	9,52%
5	92 - 93	0	0
6	94 - 95	0	0
	Amount	**42**	**100%**

(Source: research data analysis)

Based on Table 4, the frequency distribution of student learning outcomes variable data, the highest frequency is 23 in the interval class 84-85 with a relative frequency of 54.76%, while the lowest frequency is 4 in the interval class 90-91 with a relative frequency of 9.52%. The results of the frequency distribution of the highest learning outcomes are in the interval class 84-85 as many as 23 respondents. Categories of learning outcomes data can be explained in Table 5.

Table 5. Categories of Learning Outcome Data

Classification	Interval	Frequency	Relatively (%)
Very low	$\bar{x} \leq 25$	0	0%
Low	$25 < \bar{x} \leq 41,67$	0	0%
Currently	$41,67 < \bar{x} \leq 58,33$	0	0%
Tall	$58,33 < \bar{x} \leq 75,01$	0	0%
Very high	$\bar{x} > 75,01$	42	100%
Amount		**42**	**100%**

(Source: research data analysis)

Based on Table 5, the highest frequency is in the interval x > 75.01 with 42 respondents. This shows that the learning outcomes of students in class X Fashion Design at SMK Negeri 1 Saptosari are included in the very high category. Based on Figure 1, it can be concluded that the highest learning outcomes category is at the interval of 75.01 with 42 respondents.

Table 6. Normality Test Results.

Variable	Asymp results. Sig. (2-tailed)	Information
Online Learning and Learning Outcomes	0, 081	Normal

(Source: research data analysis)

Based on Table 6, the results of the normality test obtained the significance of Sig. (2-tailed) of 0.081 with a significance level of 5%. This means Asymp. Sig. (2-tailed) > 0.05 i.e. 0.081 > 0.05.

Table 7. Linearity Test Results.

Variable	Deviation from linearity	Information
X ⟶ Y	0, 713	Linear

(Source: research data analysis)

The results of the linearity test in table 7 obtained sig. deviation from linearity is 0.713. Deviation from linearity > 0.05 is 0.713 > 0.05 so that both variables are declared linear.

Table 8. Simple Linear Regression Test Results

Variable	Coefficient	Information
Online Learning and Learning Outcomes	0,469	No influence

(Source: research data analysis)

Online lectures or commonly called online learning are a form of internet use that can increase the role of students in the learning process. In order to facilitate the online learning process, student and lecturer activities are facilitated with various digital platforms such as video conferencing (Zoom, Google Meet, Skype, Webex), google classroom, and various Learning Management Systems (LMS) (UNESCO, 2021). Based on data analysis, online learning on the Google Classroom platform belongs to the high category with a relative frequency of 50% withan average of 86.85 and is found in the interval class < 97.5 (Sarullo, 2021). This shows that the online learning platform google classroom is in a good category. Students can take lessons in accordance with applicable regulations. Based on the results of the research above, the learning outcomes of business process subjects in various industries in the fashion sector are in the very high category with a relative frequency of 100% with an averageof 85.95 in the class interval <75.01. This shows that the learning outcomes of business process subjects in various industries in the fashion sector are very good.

The results of simple linear regression analysis obtained significant data of 0.421 so that 0.421 > 0.05. Based on these data, it is known that there is no positive and significant effect of online learning on the Google Classroom platform on student learning outcomes. Many factors affect student learning outcomes that come from internal and external sources (Iriyanti & Mariah, 2018). Online learning requires motivation from various parties, both internal and the surrounding environment, as well as the necessary equipment, support, and a stable network. 21st- century skills have consequences for the role of teachers in practical learning not only as facilitators, motivators, and administrators. Teachers must act as supervisors who are responsible for products, quality, prices, methods,morals, practices, safety, and the environment. In addition to hard skills, important aspects of soft skills needed in the world of work, including discipline, responsibility, work mentality, adaptability, and cooperation are important in learning in SMK (Mariah & Sari, 2019).

Statistically, this study does not show the effect of online learning on the Google Classroom platform on learning outcomes for business process subjects in various industries in the fashion sector. In line with the results of research on the effect of online learning using google classroom on student learning outcomes, it doesnot have a significant effect. Reinforced research results that the chances of student success in learning outcomes using the Zoom Meeting platform are 12.46% higher than Google Classroom. However, under

different conditions, there is a positive and significant contribution to the implementation of google classroom on learning outcomes (29.60). The study revealed that learning with Google Classroom provides convenience because it is carried out flexibly and is not limited by the available space and books. In this case students and teachers can obtain information on a broad scope, namely through the internet. Based on some of the opinions above, it can be concluded that online learning through Google Classroom can provide convenience for teachers and students in exchanging information. In addition, learning is not bound by place, in this case learning can be done anywhere. Teachers and students can find references in various media. However, good online learning is not fully an influence on learning outcomes. Students already have good responsibility for the tasks given in learning, both in online classes with Google Classroom or in combination with Zoom.

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded as follows: 1) There is no significant positive effect between online learning on the Google Classroom platform on learning outcomes for business process subjects in various industries in the field of student clothing, 2) Online learning on the Google Classroom platform, students are included in the high category. which is indicated by an average value of 86.85 which is in the interval > 97.5, and 3) The tendency of student learning outcomes are included in the very high category as indicated by the average value of learning outcomes of 85.95 which is in the interval > 75.01.

Suggestions in this study include suggestions for students, teachers, and parents, as well as researchers which can be described as follows: 1) For students, students are expected to be able to increase their participation in online learning to improve learning outcomes to be obtained, 2) For teachers and parents, teachers and parents are expected to assist in monitoring students participating in online learning so that students can participate in learning well, and 3) Researchers are expected to reveal other factors that affect learning outcomes.

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