

Training on Blended Learning Management with the Assistance of Google Suite to Enhance Integrated Classroom Management

**R. Ati Sukmawati, Novan Alkaf Bahraini Saputra*,
Muhammad Hifdzi Adini, Mitra Pramita, Yogie Prayoga,
Muhammad Iman Rizqullah, Abdul Rasyied, and Nabila Najmi**
Computer Education, Faculty of Teacher Training and Education
Universitas Lambung Mangkurat, Banjarmasin, Indonesia
*novan.saputra@ulm.ac.id

Abstract: Technology-based learning has been widely applied at various levels because it offers benefits and convenience for teachers and students. One example is a combination of offline and online learning called blended learning. It's just that teachers, both the concept and how to apply it, do not fully know this application; therefore, it is necessary to conduct training on the concepts and steps of application and supporting technology for blended learning for teachers. Mastery of applications in the Google Suite environment (Google Classroom, Google Forms, Google Docs, Google Slides, and Google Sheets) is important to manage blended learning optimally. This community service program aims to help teachers improve their competence in mastering IT for learning through training activities and mentoring in blended learning management utilizing Google Suite. The Participatory Action Research (PAR) method used in this activity provides space for participants to be active in learning the concepts and supporting technologies of blended learning. SMP Negeri 3 Banjarmasin is willing to be a partner in this activity. The needs of participants are the main foundation for the implementation of this training. Participants consisted of 24 people who came from various service periods and fields. The evaluation results of this activity revealed that 100% of participants believed it was easy to apply blended learning with the help of Google Suite. In addition, 92% of participants thought using Google Suite would make asynchronous classes more interesting. This activity succeeded in increasing the competence of participants in mastering IT, which was integrated into learning.

Keywords: blended learning; e-learning; Google Suite; integrated learning

© 2024 Bubungan Tinggi: Jurnal Pengabdian Masyarakat

Received: 25 September 2023 **Accepted:** 7 February 2024 **Published:** 9 March 2024
DOI : <https://doi.org/10.20527/btjpm.v6i2.10211>

How to cite: Sukmawati, R.A., Saputra, N.A.B., Adinim M, H., Pramita, M., Prayoga, Y., Rizqullah, M. I., Rasyied, A, & Najmi, N. (2024). Training on blended learning management with the assistance of google suite to enhance integrated classroom management. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, 6(2), 412-420.

INTRODUCTION

The advancement of information and communication technology (ICT) constantly urges teachers to update their

knowledge to prepare students for changing times, thus continuously supporting the success of learning (Cholily et al., 2019; Hubackova &

Semradova, 2016). Preparing teachers on how to use current technology and maximizing their skills in utilizing the latest technological devices is crucial (Aspi & Syahrani, 2022). With technology being very close to society in general and students in particular, the appropriate use of technology will undoubtedly benefit students, as the use of ICT significantly influences students' interest in learning during the learning process (Ahmad et al., 2020).

In the implementation of teaching related to technology use, there is a method called blended learning, which is a combination of direct teaching by teachers and online learning (Hubackova & Semradova, 2016; Subaidi et al., 2019). Blended learning became popular during the COVID-19 pandemic and continues to be developed as a learning model. Blended learning serves as an alternative to streamline the learning process if there are obstacles related to distance and time, as experienced during the pandemic (Islami & Sunni, 2021). Moreover, some other advantages of blended learning include its acceptance and preference by students (Hubackova & Semradova, 2016), enhanced access, pedagogy, flexibility, and cost-effectiveness (Graham, 2005). The benefits of using blended learning are undoubtedly valuable skills for teachers to master.

In its implementation, blended learning requires technological intermediaries. One integrated technology that can be used is Google Suite. Google Suite is a collection of application services owned by Google. These applications include Google Mail, Google Classroom, Google Form, Google Slide, Google Docs, Google Slides, Google Meet, Google Meet, and Google Calendar. These applications can support teachers in conducting both offline and online learning, making students more enthusiastic and engaged (Nirmala et al., 2020; Setiadi et al.,

2021). By exploring and integrating various Google Suite applications, this service promises to be used as a learning platform under various conditions, such as those during the pandemic or other conditions that require a combination of offline and online learning (Daud & Hardian, 2021) (Cahyono et al., 2022).

The innovative use of Google Suite has been proven to be more promising in terms of versatility, cost efficiency, and feasibility (Mahapatra et al., 2017). The use of Google Classroom (part of Google Suite) is considered to enhance teaching efficiency in schools and make it easier for every student to access content anytime, anywhere (Raharjo et al., 2019). Google Suite can enhance students' ICT literacy with different academic abilities, improve student learning outcomes (Insani et al., 2020; Purnamasari & Kamal, 2021), and enhance students' collaborative skills and activeness (Talib et al., 2021). Google Classroom, as an application under Google Suite, has been effective in improving self-regulated learning and student self-awareness in various learning contexts. With its various benefits, the use of Google Suite in learning implementation will not replace classroom learning but rather support it (Barun et al., 2020).

Discussions with colleagues and school leaders at SMP Negeri 3 Banjarmasin showed that more than 50% of teachers were not optimal at managing blended learning using Google Suite. So far, teachers have focused on delivering materials and teaching in the classroom. However, by optimizing blended learning, teachers can provide materials and exercises that can be accessed anytime and anywhere. Teachers still lack understanding of the benefits and how to implement them. Therefore, it is important to provide training on blended learning so that teachers can understand and manage blended learning in their classrooms. Another challenge is the lack of familiarity with Google Suite, where

many integrated applications such as Google Classroom, Google Mail, Google Meet, Google Docs, Google Sheets, Google Slides, and Google Calendar exist. Mastery of each technology needs to be optimized to manage blended learning maximally through Google Suite.

Based on the problems discussed and presented, the PDWA Team provides a solution through training and mentoring in managing blended learning using Google Suite. With the partnership program, the Computer Education Study Program faculty members at FKIP ULM collaborate with teachers at partner schools to provide and receive benefits. This community-based PDWA program has the opportunity to improve technology usage skills in managing blended learning and support the professional and pedagogical development of school teachers. Furthermore, mastery of Google Suite can be applied beyond learning.

The partner school in the implementation of this PDWA is SMP Negeri 3 Banjarmasin, which has agreed to host (provide facilities and internet access) the program and prepare participants for the PDWA, namely teachers at SMP Negeri 3 Banjarmasin, located in East Banjarmasin District, Banjarmasin City, South Kalimantan. The distance between the partner and the LPPM of Lambung Mangkurat University is 5.8 km. Despite being in the center of Banjarmasin City, the partner has limitations in mastering technology, especially in managing blended learning in teaching.

The lack of technology mastery, especially in managing blended learning, means partners still need training to improve participants' competence in mastering IT integrated into learning. The importance of technology mastery encourages the PDWA Team from the Computer Education Study Program at FKIP ULM to propose a Community-

Based Faculty Outreach Program (PDWA) with the title "Training in Managing Blended Learning with the Help of Google Suite for Teachers at SMP Negeri 3 Banjarmasin."

METODE

The method used in this activity is participatory action research (PAR). This method emphasizes collaboration among facilitators, mentors, and participants to actively articulate problems and develop solutions, with the predetermined solution being blended learning (Nashihin et al., 2022; Putri & Sembiring, 2021; Silaban et al., 2023). In its application, participants sit quietly and discuss and share information and issues with participants around them or those far away.

The partners in this activity are SMP Negeri 3, Banjarmasin, South Kalimantan. This junior high school is in the city center, precisely in the Central Banjarmasin sub-district. There are 24 teachers who participated as attendees and followed the series of activities well. The community service activity was conducted in the computer laboratory of SMP Negeri 3 Banjarmasin. The method of implementing the training has several steps: (1) pre-activity, (2) training and assistance in the use of Google Suite, and (3) monitoring and evaluation. The details of the activities can be outlined as follows:

Pre-Activity

This activity took place between May and July 2023. In the pre-activity phase, there were three things that needed to be prepared:

- a. Coordination Team Meeting Preparation
During this phase, the team held regular meetings to discuss how to conduct effective training quickly with appropriate delivery methods.
- b. Participant Data Collection
Invitations were sent to the partner school, SMP Negeri 3 Banjarmasin, to

gather participants. This training would be conducted offline with a limited number of participants. The data collection process was carried out through chat communication with the chairperson or responsible party. In the initial data collection phase, 24 participants agreed to attend the training.

c. **Module Development**

A hands-on training module on using Google Suite was created to facilitate teachers learning the training materials. This module could also be distributed to other teachers to disseminate knowledge. The module contained instructions for using Google Suite, including Google Classroom, Google Form, Google Docs, Google Slides, and Google Sheets.

Training Implementation

The training was conducted offline at the computer laboratory of SMP Negeri 3, Banjarmasin, in June 2023. The PKM team initiated a brief question-and-answer session to gauge participants' prior experience with Google Suite before the training commenced. The training curriculum included the following topics: the concept of blended learning, an overview of Google Suite, Google Classroom, and Google Suite applications such as Google Slides, Google Docs, and Google Sheets.

Mentoring

In this activity, the community service team accompanied the participants to gain a deeper understanding and proficiency in creating blended learning management using Google Suite.

Evaluation of Training Quality

After the training session, one of the participants was asked to demonstrate the blended learning platform they had created. Additionally, the facilitators conducted a question-and-answer session

to address any issues or challenges that the participants faced during the training. At the end of the training, a survey was administered to the participants to measure the quality of the training. The survey utilized a Likert scale to gather feedback on various aspects of the training, including satisfaction levels, perceived usefulness of the content, trainer effectiveness, and overall experience.

Furthermore, a discussion was held to identify topics the teachers hoped to receive training on. This feedback is valuable for designing future training programs that cater to the specific needs and interests of the participants, thereby ensuring the continued professional development of the teachers in the field of blended learning and Google Suite integration.

RESULT AND DISCUSSION

Results and discussion should include the following elements in sequence:

Pre-Activity:

The Computer Education Faculty of ULM conducted the community service program, which engaged students in its implementation. Coordination meetings were held every week from May to September. The community service team coordinated intensively with its community service partner, SMP Negeri 3 Banjarmasin. The activity was carried out in two stages, consisting of concept explanation, training, and mentoring, held on June 19–20, 2023, and September 10, 2023. The training stage included an introduction to blended learning, training in using and managing asynchronous classes using Google Classroom, creating evaluation forms using Google Forms, and creating materials using Google Slides, Google Docs, and Google Sheets. Then, during the mentoring stage, the teachers were assisted to ensure that they mastered the applications in the Google Suite for blended learning management.

Variations in the field and tenure of the teachers can be seen in Tables 1 and 2. Although almost half of the participants were teachers with tenure exceeding decades and aged over 40 years, all participants were considered active and enthusiastic about participating in the activities. Mastery of technology related to the use of Google Suite did not encounter significant obstacles, as the participants were deemed proficient in using technology quite well.

Table 1 The range of teaching experience among teachers

Teaching Experience	Total number
0-10	9
>10 dan ≤ 20	3
>20 dan ≤ 30	8
> 30	4
TOTAL	24

Table 2 The variation in teachers' fields

Teacher's Fields	Total Number
Indonesian Language	2
English Language	4
Guidance and Counseling	3
Natural Science Education	3
Social Science Education	1
Mathematics	3
Islamic Religious Education	2
Civic Education	2
Physical Education	2
Arts and Culture	2
TOTAL	25

Implementation

In this stage, the activity is conducted in two phases: explaining the concept of blended learning and Google Suite, and creating blended learning itself using Google Suite. This can be observed in Figure 1. Many participants enthusiastically asked questions at the end of the training phase, as seen in Figure 2.



Figure 1 Presentation session



Figure 2 Question and answer session

Mentoring

The mentoring stage is conducted to monitor the progress of teachers in using Google Suite to manage blended learning. Mentoring documentation is shown in Figure 3.



Figure 3 Mentoring

Evaluation

Here are the questions to evaluate this PDWA activity:

- 1) The materials provided enhanced our understanding of blended learning (B1).
- 2) The materials provided enhanced our understanding of how to implement blended learning (B2).
- 3) The materials provided enhanced our understanding of using Google Suite for Blended Learning (B3).
- 4) The materials provided enhanced our understanding of how to use Google Suite for Blended Learning (B4).

- 5) Google Suite is a new application that we learned about and used for blended learning (B5).
- 6) We can use Google Suite to implement blended learning in the subjects we teach (B6).
- 7) Blended learning is easy to implement with the help of Google Suite (B7).
- 8) Through the use of Google Suite, asynchronous classes for blended learning can include "introductory learning activities" (B8).
- 9) Through the use of Google Suite, asynchronous classes for blended learning can include "core learning activities" (B9).
- 10) Through the use of Google Suite, asynchronous classes for blended learning can be created for "Learning Closure Activities" (B10).
- 11) Through the use of Google Suite, asynchronous classes for blended learning will be more engaging and motivating for students (B11).
- 12) Google Suite has features that can be easily used to develop supporting asynchronous classes for blended learning (B12).

Overall, the survey is constructed by linking it to the appropriateness of learning aspects and usage aspects. The evaluation results from the training activity are shown in Table 3.

Table 3 Result of training activity

Questions	Results in percentages (%)				
	STS	TS	CS	S	SS
B1	0	0	4	38	58
B2	0	0	4	33	63
B3	0	0	4	29	67
B4	0	0	0	42	58
B5	0	0	4	54	42
B6	0	0	0	50	50
B7	0	0	0	50	50
B8	0	0	4	54	42
B9	0	0	8	50	42
B10	0	0	13	50	38
B11	0	0	8	29	63
B12	0	0	4	42	54

Memoranda

STS: Very Disagree, TS: Disagree, CS: Agree Enough, S: Agree, SS: Very Agree.

Questions B5 and B8 have presentation scores below 50% because participants seldom use Google Suite or only have basic knowledge. Through this training, they can refresh and enhance their Google Suite skills. Additionally, questions B2 and B3 provide valuable feedback for this training, indicating that it improves participants' knowledge.

Issues Encountered

In the implementation of activities, several issues were encountered, such as participants forgetting their Google

account passwords, requiring assistance from other teachers, or contacting family members who know the Google account. Login access-related issues have been a significant challenge in various technology-related training sessions (Jailani et al., 2023). This slightly slows down some participants from following the training. Additionally, slow internet connections also pose challenges in training that heavily relies on the internet for smooth progress (Marsuki et al., 2022; Permana et al., 2021). Despite these issues, both the organizers and participants are proactive in addressing them through effective communication patterns and utilizing mobile hotspot tethering for internet access. At the end

of the training, all participants were able to actively engage in the sessions, and the quality of learning improved alongside the enhancement of IT skills supporting the learning process (Nugroho et al., 2021; Raharjo et al., 2019).

CONCLUSION

The Mandatory Lecturer Community Service Program (PDWA) in the form of Community Service Activities has been successful in enhancing teachers' abilities to develop blended learning platforms using Google Suite. Based on the data obtained and tasks completed by the participants, the results show that the participants actively and enthusiastically engaged in the training activities. Developing blended learning with the assistance of Google Suite is considered more engaging and motivating for students. Moreover, 96% of participants said Google Suite is easy to use. The final outcome of the training is that 100% of the participants can create blended learning platforms with the help of Google Suite according to the training standards. It is hoped that participants can apply their improved skills in the classroom and realize their potential benefits for student engagement and learning outcomes. Thus, the training activities have been successfully implemented and have enhanced teachers' IT proficiency to implement blended learning. Several aspects can be considered for future training sessions, such as integrating other learning methodologies to add variety. Additionally, it is essential to maintain the continuity of the program within ULM and other institutions to continuously facilitate and develop teachers' capabilities in using various technologies for teaching and learning purposes.

ACKNOWLEDGMENT

The PDWA team is deeply grateful to the Research and Community Service

Institute (LPPM) of Universitas Lambung Mangkurat for the funding and support from the Computer Education Study Program, Faculty of Teacher Training and Education, which contributed to the successful implementation of the activities.

REFERENCES

- Ahmad, N., Ilato, R., & Payu, B. R. (2020). Pengaruh pemanfaatan teknologi informasi terhadap minat belajar siswa. *Jambura Economic Education Journal*, 2(2), 70–79.
- Aspi, M., & Syahrani. (2022). Profesional guru dalam menghadapi tantangan perkembangan teknologi pendidikan. *Adiba: Journal of Education*, 2(1), 64–73.
- Barun, A. N., Dauhiala, N. V, Dauhiala, D. A., & Dzatlau, U. U. (2020). Peculiarities of using g suite for education services in the educational process of Polotsk State University. *Journal of Physics: Conference Series*, 1691(1).
- Cahyono, H. D., Wardani, D. W., Setiadi, H., & Wijayanto, A. (2022). The use of technology based on google suite for education at SMP Negeri 5 Surakarta. *Mattawang: Jurnal Pengabdian Masyarakat*, 3(3), 289–295.
- Cholily, Y. M., Putri, W. T., & Kusgiarohmah, P. A. (2019). Pembelajaran di era revolusi industri 4.0. *Seminar Nasional Penelitian Pendidikan Matematika (SNP2M) 2019 UMT*.
- Daud, A., & Hardian, M. (2021). The application of basic principles of online learning through google suite for education during Covid19 Outbreak. *Ta'dib*, 24(1), 111–120.
- Graham, C. R. (2005). Blended learning system: definition, current trends and future direction. In *Nama Book Handbook of Blended Learning: Global Perspectives, Local Designs* (3–21). San Fransisco: Pfeiffer.

- Hubackova, S., & Semradova, I. (2016). Evaluation of blended learning. *Procedia - Social and Behavioral Sciences*, 217, 551–557.
- Insani, K., Suratno, & Farisi, I. (2020). ICT literacy with google suite for education (GSFE) in junior high school with different academic abilities. *Journal of Physics: Conference Series*, 1563(1), 012058.
- Islami, A. V., & Sunni, M. A. (2021). Pelatihan blended learning sebagai alternatif pembelajaran selama pandemi. *Selaparang Jurnal Pengabdian Masyarakat Berkemajuan*, 4(3), 883–887.
- Jailani, M., Putra, C. A., & Setiawan, M. A. (2023). Penerapan 5 kriteria guru dalam optimalisasi pembelajaran online era coronavirus di smk karsa mulya palangka raya. *BIJAKSANA : Jurnal Pengabdian Masyarakat*, 1(1), 1–6.
- Mahapatra, T., Chopra, M., & Mahapatra, C. (2017). Google suite an integrated it application for improved business efficiency. *International Journal of Computer Sciences and Engineering*, 5(10), 276–279.
- Marsuki, M., Hidayah, H., Syaiful, A., Muhaemin, I. A., & Ilham, I. (2022). Pelatihan pemanfaatan microsoft office 365 dalam proses pembelajaran. *Community Development Journal : Jurnal Pengabdian Masyarakat*, 3(3), 1526–1533.
- Nashihin, H., Primarni, A., Ngabdul Shodikin, E., Aziz, N., & Hermawati, T. (2022). Pendampingan pendidik melalui pelatihan model pembelajaran halaqoh di TPA Masjid Al-Ikhlas Purwosari Gunung Kidul. *Jurnal Pengabdian Masyarakat Bestari*, 1(5), 311–326.
- Nirmala, Aldi, A., Triaswati, E., & Rahmawan, A. F. (2020). Implementation of the gse (google suite education) program at SD Muhammadiyah 09 Plus in the Covid-19 Pandemic Era. *Omega : Jurnal Fisika Dan Pendidikan Fisika*, 6(2), 21–26.
- Nugroho, W., Setiawan, A., & Romadhoni, B. N. (2021). Optimalisasi blended learning berbantuan google classroom untuk meningkatkan kualitas pembelajaran di Sekolah Dasar. *Jurnal Inovasi Penelitian Dan Pengabdian Masyarakat*, 1(2), 141–151.
- Permana, B. A. C., Bahtiar, H., Sutriandi, A. E., Djamaluddin, M., & Suhartini, S. (2021). Pelatihan pemanfaatan teknologi sebagai media pendukung pembelajaran untuk guru di Kecamatan Sembalun. *ABSYARA: Jurnal Pengabdian Pada Masyarakat*, 2(2), 230–238.
- Purnamasari, E. S., & Kamal, M. C. (2021). Inovasi learning management system (lms) menggunakan google suite for education (gse) dalam pembelajaran jarak jauh bidang studi matematika siswa kelas IX di SMP Negeri 6 Pekalongan. *Delta: Jurnal Ilmiah Pendidikan Matematika*, 9(2), 257.
- Putri, R. A., & Sembiring, S. B. (2021). Implementation of desktop publishing application for flyer and business card design with participatory action research (par) method. *J-IbM: Jurnal IPTEK Bagi Masyarakat*, 1(1), 1–7.
- Raharjo, W. S., Sebastian, D., Rachmat, A., & Saputra, L. K. P. (2019). Pemanfaatan g suite for education untuk meningkatkan efektivitas belajar mengajar dan kapasitas guru SMA. *Prosiding Seminar Nasional Hasil Pengabdian Kepada Masyarakat*, 4(November), 100–105.
- Setiadi, H., Wisnu Wardani, D., Suprih Widayat, E., & Ulfa, M. (2021). Implementasi google suite for education untuk peningkatan proses belajar mengajar di era pandemi covid 19 Di SMP Negeri 2 Surakarta. *Prosiding Konferensi Nasional Pengabdian Kepada Masyarakat Dan*

- Corporate Social Responsibility (PKM-CSR)*, 4, 59–65.
- Silaban, P. J., Situmorang, R. A., Simatupang, P., Sianturi, N. F., Naibaho, M., & Sitanggang, Y. (2023). Sosialisasi Alat peraga jarimatika UPT SD Negeri 066650 Medan Kota. *Jurnal Pengabdian Masyarakat Bangsa*, 1(8), 1357–1360.
- Subaidi, A., Zayyadi, M., Hasanah, S. I., Halim, D., & Halim, D. (2019). Pelatihan blended learning bagi guru di lingkungan Madrasah Tsanawiyah Negeri Sumber Bungur. *JPM (Jurnal Pemberdayaan Masyarakat)*, 4(2), 388–394.
- Talib, A., Suaedi, S., & Ilyas, M. (2021). Pembelajaran matematika berbasis google suite for education untuk meningkatkan kecakapan kolaboratif siswa. *Teorema: Teori Dan Riset Matematika*, 6(1), 34.