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FLIPPED LEARNING IN GOOGLE CLASSROOM

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ABSTRACT

In this techno era, one of the effective and widely used learning models has become Flipped Classroom that reverses the traditional learning process. Students study material outside the classroom, first and then joint the learning in class to develop their abilities together with their instructor. This model can be implemented with the help of optimizing various modern applications. This article depicts one of these approaches which is done by using features in the Google Classroom application. Through this platform, teacher sends learning videos and material in the form of Power Points, e-books and more. Learning in the Google Classroom is helpful to improve students' thinking abilities by applying problem based learning models to optimize student learning outcomes.

Keywords: flipped classroom, Google Classroom, learning outcomes.

Technology in learning is a basic tool for educators in this millennial era. Students at all levels of education (primary, secondary and higher education) are now digital natives, generations who are familiar with digital technology. Besides, the use of technology makes them as experienced learner [6]. As learning paradigm shift occurred, teacher who was originally the only source of learning is now becoming a student learning facilitator. With the new role in the 21st century learning, some learning characteristics must be developed by educators in which teachers make students think, act and become something [3]. Furthermore, the use of technology in learning needs to be established by selecting the right strategy to produce highly competitive graduates. Educational researchers in various countries have developed a strategy to improve the ability of students through technology-based learning known as flipped learning [7]. Bergmann and Sams [3] interpret flipped learning as an effort to reverse what is done at home in traditional learning and then it is carried out at school and what is done at school is traditionally carried out at home. Changes from traditional learning need to be done because in traditional learning students have different knowledge before they start learning in class and not all students who come to class are ready to learn. Through the use of flipped learning, students will have preparation before coming to the class. Flipped learning is one of the innovative learning models.

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This model is student-centered that accommodates active learning for students, so that it can improve their learning outcomes. Flipped learning students do a prior study outside the class before learning process in class is carried out. There are different ways to share knowledge done outside the classroom which are watching videos, and looking for some information online. After studying the material at home, students will get more understanding and reinforcement of learning from teachers in the classroom [1]. Due to this reason, researchers are interested in discovering the effect of implementing flipped learning using Google Classroom on improving student learning outcomes [7].

As it has been mentioned before, modern technologies serve humanity in all spheres, so the education is not the exception. One of the greatest technology company Google has various tools   - Gmail, Google Calendar, and Google Docs—are staples for getting organized and getting work done. These collaboration-friendly tools have revolutionized the way we communicate, work together, and store information online. For teachers and students, the education-friendly platform Google Classroom brings the benefits of paperless sharing, assessment, and digital collaboration to classrooms. Tens of millions of teachers and students use Google Classroom in thousands of schools worldwide, making it one of the most popular edtech tools around. Teachers can keep class materials and share them with students. It's a fairly flexible platform; educators use its features in a lot of different ways. With Google Classroom, teachers can:

- **Streamline how they manage classes**. The platform integrates with Google's other tools like Docs, Drive, Forms, Meet, and Calendar, so there are many built-in "shortcuts" for classroom-management tasks. For example, if you post an assignment with a due date, it's automatically added to your students' class calendar for them to see.
- **Digitally organize, distribute, and collect assignments, course materials (think: videos, websites, PDFs, and more), and student work**. Teachers also can post an assignment to multiple classes or modify and reuse assignments from year to year. If your students have regular access to devices, Google Classroom can help you avoid some trips to the photocopier and cut down on some of the paper shuffling that comes with teaching and learning.
- **Communicate with students about their classwork**. You can use the platform to post announcements and reminders about assignments, and it's easy to see who has or hasn't completed their work. You can also check in

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with individual students privately, answer their questions, and offer support.

- **Give students timely feedback on their assignments and assessments**. Within Google Classroom, it's possible to use Google Forms to create and share quizzes that are automatically graded as students turn them in. Not only will you spend less time grading, but your students will also get instant feedback on their work. Teachers can view individual and class data within Forms or an automatically generated Google Sheet.

Moreover, Google Classroom can help teachers streamline summative and formative assessments through its own features and third-party integrated tools, and can check for plagiarism.

The flipped learning model can be carried out presenting material in Google Classroom and implementing the problem based learning model in class. The steps of learning activities is better to start with introducing learning procedures using the flipped learning model, displaying Google classroom in class, explaining the steps of using Google classroom, and providing the material to be uploaded. Students are asked to learn independently at home given material in which they are to watch and comprehend it as an initial concept for the material. Next, students are told that they discuss a case study that is given to each group. Lastly, the material discusses in the next meeting, and the next task is to learn independently through video and power point and to do quiz that has been uploaded in Google classroom.

The implementation of flipped learning with Google classroom can improve student learning outcomes. This happens due to the increased activity, involvement and students' motivation in learning. In learning outside the classroom, the teacher uploads interactive videos that are useful for students. Moreover, students must learn independently by watching videos, reading books or modules online and building understanding of the material that they learn. Besides, in Flipped Learning students also do homework. Besides giving material on Google classroom, the teachers are able to provide assignments, quizzes or problems that make them implement what they have acquired. They are also encouraged to learn so that they will not be passive learners in class [2]. Providing information and problem to be solved related to material before coming to the class will force the students to learn; in fact, they will not just listen to teacher's explanation.

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Flipped Learning has four implementation pillars which are a flexible environment, learning culture, deliberate content and professional educators. Flipped learning with Google Classroom makes it possible for students to learn inside and outside the classroom. Through the use of Google classroom in learning outside the classroom, students will develop a culture of learning, so students are accustomed to thinking, and solving problems. Furthermore, flipped learning requires teachers to have good preparation by providing learning videos in the form of the teacher's own video recording, interactive power points, motivational videos, and other teaching materials. Teachers are also required to be professional in organizing learning so that learning objectives can be achieved. If the teacher is not fully aware of their vital role in flipped learning, the teacher will fail to bring the whole learning process. Flipped learning not only means transferring information, but also involves the internalization of knowledge. To achieve the internalization of knowledge, the teacher must set more time spent by students to improve higher-order thinking skills such as finding problems, collaboration, design, solving problem, working in groups, researching, and building knowledge with the help of teachers and peers. The implementation of flipped learning is not without constraints [5]. Problems encountered in flipped learning include students' learning autonomy in which they control their learning time, space, and progress which can increase their motivation. However, it is also found some students who lack of motivation and self-discipline in which they do not watch videos given and access the learning materials. Therefore, they cannot be fully involved in class activities designed to strengthen the acquisition of knowledge, and cannot successfully complete the tasks assigned.

Considerable numbers of researchers have carried out a research on this area and have shown successful results. This learning model is able to improve students' self-management learning abilities, stimulate student motivation in independent learning and activate student self-learning behavior [8]. Implementing flipped learning can improve students' learning abilities and outcome. The implementation of flipped learning is an effort to carry out learning in accordance with the needs of students in the 21st century era. Reversing the traditional learning process that has been carried out with two stages in which students learn outside the classroom before learning in class. The learning process outside the classroom is carried out with the use of Google classroom by providing learning videos, power points and other learning resources. The active role of students is highly demanded to be able to improve students' thinking skills through their efforts to access material outside the classroom and do assignments. The

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implementation of learning in the classroom is directed at the activities of finding problems, collaboration, design and problem solving, working in groups, researching, and building knowledge with the help of teachers and peers. The results of current study show that the implementation flipped learning can improve student learning outcomes in economic subjects.

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