

IMPLEMENTING FLIPPED LEARNING THROUGH ZOOM AND GOOGLE CLASSROOM IN UNIVERSITY IN BALI DURING COVID-19 PANDEMIC

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ABSTRACT

Covid-19 Pandemic brought many changes of human life, including education. This study aimed to describe the implementation flipped learning through Zoom and Google Classroom in University in Bali during Covid-19 pandemic. This study was a descriptive study which was conducted in one of the universities in Bali in academic year 2019/2020 by using two research instruments, namely observation and interview. The result showed Google Classroom was optimized in giving instruction or materials to the students via comment to make the instruction become accessible to all students. Then, Zoom meeting was used for class discussion after learning at home from instruction on Google Classroom. Some problems were occurred such as internet connection and limited non-verbal responses. However, in teacher's perspective, flipped learning is really helpful because the teacher just need to give the material and instruction to students at home in Google Classroom and then at class discussion on Zoom, the teacher just need to act as facilitator.

Key Words: Flipped Learning, Zoom, Google Classroom

I. INTRODUCTION

Nowadays, technology is developing very fast. Technology can contribute to the learning process, especially during COVID-19 pandemic and this pandemic is very dangerous because it is easy to spread and deadly which causes many adverse effects in various fields, including in education in which this pandemic made state governments make new policies, namely to implement learning from home to make students able to continue their study safely at home to break the chain of Covid-19 transmission and ensure the continuity of education by using learning media such as websites or applications to facilitate learning activities which called as online learning (Astuti & Indriani, 2020). In 2020, online learning rapidly grows due to the pandemic of COVID-19 that affected the changes in global conditions in which all learners and educators have to be ready for online learning (Anugrah, Ibrahim, & Sukardjo, 2021). In this case, online learning practices during the Covid-19 pandemic were completely carried out without being accompanied by face-to-face activities. This condition forces lecturers and students to adapt to new learning approaches by implementing online learning (Sarwa, Rosnelli, Triatmojo, & Priyadi, 2021). In response to the pandemic of Covid-19 in the beginning of 2020, Indonesia is one of many countries which tries out the implementation of EFL online classes. The application of online classes was decided nationwide in Indonesia since the education policy makers decided to apply a rule to change the offline classes into online classes in mid-March, 2020. This decision was taken following the Covid-19 outbreak. This pandemic forced the education ministry to propose online classes for schools and universities. At first, schools and universities were encouraged to alter the conventional classes into online classes for fourteen days. Afterwards, all schools and universities were suggested to turn the offline classes into online ones for

longer period of time. Some universities even decided to do the online classes for the rest of the semester (Nartiningrum & Nugroho, 2020).

The online class was supported by some platforms, namely; Google and Zoom (Namaziandost & Nasri, 2019; Muhammed, 2020). Google Classroom is an educational feature, the one that provides is the Google Apps for Education (GAPE). It was released on August 12, 2014. This application allows the creation of classrooms but in cyberspace and a free online service for non-profit schools, even those with a google account. It can work in a unidirectional process because it can serve the teacher's strategies and styles on the one hand and the understanding of student perceptions and effective participation in a wide range of classroom skills. The educational community has accepted this application to promote the e-learning process. It makes students and teachers easy to set up and stay connected, both inside and outside (Astuti & Indriani, 2020). Google-Classroom released in 2017 for the free version can be operated with iOS and Android. The specialty of Google-Classroom will connect many other apps in the Google group, making it easy for Google users or account owners. The Google-Class theme with Google-Drive as a document store gives us a place to leave and collect external files (responses) or input files (materials and assignments) from Google-Class. The Google-Class theme with Gmail gives access (link) about various information or notifications of all transactions that occur in our classroom, e.g. class invitation notifications to prospective students (students) or team-teaching, especially about all assignment entry information, comments (discussions) from students all reported in Gmail. (Sutrisno, 2020). Then, zoom is recognized as online meeting platform and webinar which enable the user to share content at the same time as the video conferencing. As it is currently claimed by *bulletin of science and practice* in 2020 that Zoom has features in which both teacher and learner can explore and assess the four skills by emphasizing on writing. Even though, the learning process is doing online, the teacher and learners still can do interactions through the video conferencing, even the learners can do their own writing practice at home through the screen sharing in which the learners can follow the instructions as the same as normal learning class at school. Further, it is also indicated that Zoom can provide the assessing/evaluation process. Learners' task can be evaluated through screen sharing, and it can be noticed and watched by other learners as well as the same time. Then, with secure recording session feature in zoom it makes the learners can review the learning process that happened before by playing the recording file, it also means that in zoom the learners who still have some questions in mind when the online learning session is finished can learn by watching the record of the learning session Guzacheva (2020). Zoom's features allow English teachers to explore and assess the four skills through rich interactions with medical students. In addition to screen sharing, Zoom motivates English teachers to annotate their shared screen, making lessons more interactive. English teachers can record their lessons to the Cloud or locally – medical students can also record and turn recording on and off as many times as they like during a lesson, if the teacher enables this feature. Teachers can record lessons and watch them again to assess medical students' strengths and weaknesses and learners can self-assess their skills by watching recorded lessons. Medical students can watch the recorded lessons in a sequence to see their improvement over time. In addition, English teachers can assess medical students' development by showing the recorded lesson to another English teacher, whom they trust, and asking for constructive feedback (Guzacheva, 2020)

Teachers, schools, and state officials are responsible for making online learning successful. In Indonesia, the Ministry of Education and Culture have established the emergency curriculum to deal with Covid-19 pandemic that has affected the process of education. To continue the process of education during the pandemic situation, online learning seems to be most effective solution. However, there are some challenges that teachers, students, and parents have been encountering. The Ministry of Education and Culture (2020) reported that teachers have been struggling to manage online learning, and they tend to focus on the completion of curriculum. furthermore, the learning duration is decreased and it is impossible for teachers to accomplish the required teaching hours. Teachers found it hard to communicate with parents at home as their partner in online learning. On

the side of parents, not all of them are able to accompany students in learning due to their other responsibilities such as job, housework, etc. Besides, it is not easy for parents to understand the subjects and motivate their children to keep learning at home. In addition to teachers and parents, students were also reported facing enormous challenges. First, it is problematic for students to concentrate on learning. They also complained about the tasks given by their teachers. Second, they have been feeling stressed and bored due to the isolation that is potential to cause anxiety and depression (Fauzi & Aini, 2020). This statement is also supported by Ma (2020) who stated the new epidemic situation has brought unprecedented challenges to teaching, learning, education management, and teaching effectiveness, etc. Firstly, the majority of teachers should quickly play the role of online teaching organizers and administrators, have a quick improvement of information tech literacy, organize online classroom with novel teaching method and attractive teaching content, so as to maintain students' learning enthusiasm and learning effect. Secondly, online learning requires students have high level of learning autonomy and self-discipline. For students with low self-control, online learning effect will be very poor, which will undoubtedly aggravate serious polarization of top and poor students. Thirdly, curriculum evaluation, teacher assessment management, and teaching quality monitoring are undergone significant changes under online teaching mode

To deal with the challenges and to prepare for the teaching and learning after Covid-19, flipped classroom is a remarkable option for teachers (Fauzi & Aini, 2020). Flipped learning, as one important approach of blended learning mode, employs high quality online education resources of MOOC or SPOC to transform traditional classroom learning from "teaching before learning" to "learning before teaching" (Ma, 2020). The procedures of flipped classroom are conducted with few steps, namely:

1. Preparing the context. This step is conducted internally by the teacher, whether to prepare the curriculum, managing the cohort, and recognizing students individually.
2. Employing drivers. Drivers in this understanding are the external aspects that supports the process of studying and molding of students, such as institution, academics, industry, and technology.
3. Conduct of flip method. Understanding the context such as curriculum with a certain goal, the driver including teacher must match the aspects in a flipped way so that the students became less curriculum-focused, instead they would become more self-goal focused in studying such as through applying their homework in class rather than listening to lectures.
4. The outcome of the study would be further discussed in the beginning rather than the end so that the students may realize their achievement, how to utilize it, and even how to improve their achievement.
5. Components of pre-learning, in-class activity, resources, and evaluation is focused after the outcome had been acquired by the students so that they may comprehend the internal context such as the goal and objective of the curriculum.
6. Resources such as people and technology are used to support the enactment of outcome and component of a learning process.
7. Evaluation is still the end of the steps so that the teacher may measure how the outcome fares (Pakpahan, 2020).

Based on the explanation above, especially about flipped learning method and its procedure to help students during covid-19 pandemic. It can be assumed that flipped learning can be conducted in every level of students since every classes are now in online classroom, especially university students in which there was a previous study from Pinontoan, Walean, & Lengkong in 2021 which analyzed the in-class sessions of the flipped classroom which were conducted online and out-class sessions using e-modules. This study was an experiment with 56 samples of students in the statistics classes who were randomly selected at the Faculty of Science and Technology, Prisma University. Instruments were a written test to measure reasoning ability and a questionnaire to measure entrepreneurial intentions. Statistics test of two-sample t and paired-t were used in this study. The results showed that there was a positive effect of the flipped classroom in online learning of statistics

courses with e-module support toward students' reasoning abilities and their entrepreneurial intentions. Because of that, it is worth to analyze the implementation of flipped learning method and its procedure in University in Bali.

II. METHOD

This study belonged to qualitative study. According to Creswell (2012) Qualitative research is a holistic approach that involves discovery. Qualitative research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences. This study was conducted in one university in Denpasar. The researcher did observation and acted as an observer. In other word, the observation which used is the non-participant observation. The researcher also did the interview with 1 non-native speaker English teacher in that university.

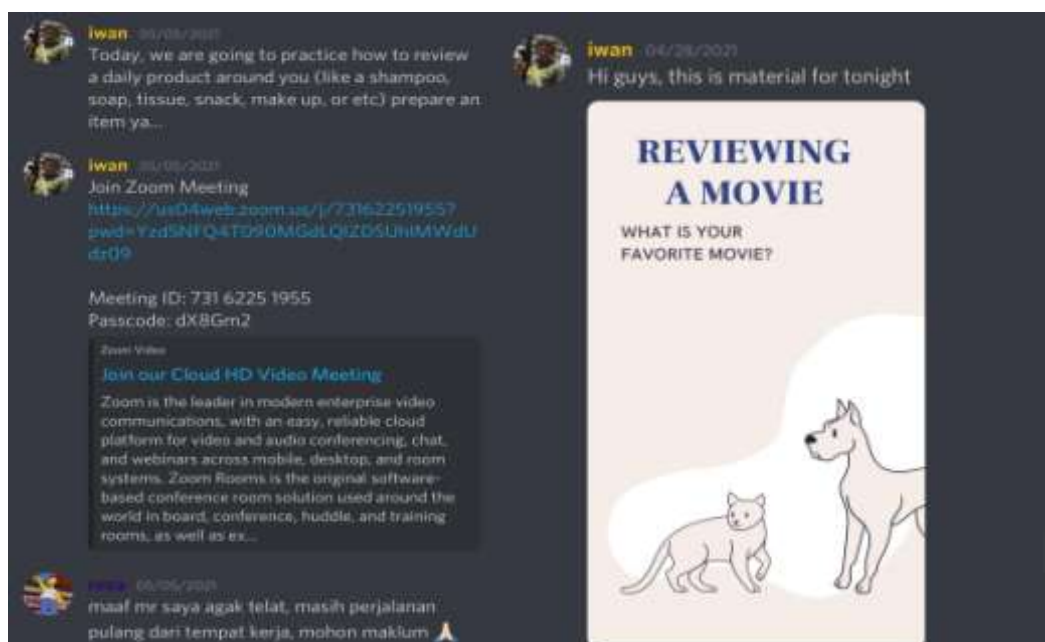
The researcher used Miles and Huberman data analysis theory in 1984 which include data reduction, data display and conclusion drawing. In this study, the researcher needs to do a data reduction to get a selective data which is useful in this study. The activities in data reduction include selecting, simplifying, classifying, categorizing and coding data (Miles and Huberman, 1984 as cited by Seken, 2004). The data from the observation and record was transcribed first in written form and the data was analyzed based on the theory used in this study. Next, the data was displayed descriptively and later verified by relating with the previous research to answer the problem which led into conclusion.

In order to maintain the trustworthiness of the data, the researcher needs to do data triangulation. According to Sugiyono (2012), there are three kinds of triangulation, there are triangulation of data collection technique, triangulation of source of data and triangulation of time. In this study, the researcher did data triangulation by using triangulation of data collection technique in which the data which obtained by the 1st instrument was related with the data from 2nd instrument in order to maintain the trustworthiness of the data.

III. DISCUSSION

Based on the result of interview and observation, it can be seen that Google Classroom was optimized in giving instruction to the students via comment to make the instruction became accessible to all students. The teacher can also upload learning stuff in Google Classroom. This is the example of teacher's instruction and teacher's upload on Google Classroom:

Figure 1
Teacher's Instruction and Teacher's Upload on Google Classroom



By seeing figure 1, it can be seen teacher can interact to the students in Google Classroom via commenting to each other. The teacher can give instruction to the students and having a discussion. Besides, the teacher can share the material to the students to make students able to learn at home. The teacher also shares the link of zoom meeting to the students. This is in line with Sutrisno (2020) who states people can collect external files (responses) or input files (materials and assignments) from Google-Class and people can give access (link) about various information or notifications of all transactions that occur in our classroom, e.g. class invitation notifications to prospective students (students) or team-teaching, especially about all assignment entry information, comments (discussions) from students all reported in Gmail.

Next, the teacher used Zoom to make a live teaching session to the students in which students can discuss things directly to teacher. This is the example of zoom activities with students in university in Bali

Figure 2

Zoom Meeting



In this Zoom meeting, the teacher just have a discussion at class with the students related to their task or instruction at home via Google Classroom. The purpose of discussion is just to clarify if there is problem during their working on task based on teacher instruction on Google Classroom. This is in line with Guzacheva (2020) who states both teacher and learner can explore and assess the four skills and the teacher and learners still can do interactions through the video conferencing, even the learners can do their own writing practice at home through the screen sharing in which the learners can follow the instructions as the same as normal learning class at school. The problem faced by the student as well as a teacher was technical problem such as poor connection and the problem of Zoom application such as sharescreen which was not optimal due to internet connection which disturb communication between teacher and students. Next, the problem was also occurred in terms of how to interact to the students. In this case, the student was difficult in giving body language. Because of that, verbal response by saying well-done, good job was chosen instead of giving non-verbal language like body gesture.

In teacher's perspective, flipped learning is really helpful because the teacher just need to give the material and instruction to students at home in order to make them learn and then at class discussion

on Zoom, the teacher just need to act as facilitator to make the discussion keep on track as well as giving clarification if there is something missing during discussion on Zoom meeting.

IV. CONCLUSION

To conclude, Google Classroom was optimized in giving instruction or materials to the students via comment to make the instruction became accessible to all students. Then, Zoom meeting was used for class discussion after learning at home from instruction on Google Classroom. Some problems were occurred such as internet connection and limited non-verbal responses. However, In teacher's perspective, flipped learning is really helpful because the teacher just need to give the material and instruction to students at home in Google Classroom and then at class discussion on Zoom, the teacher just need to act as facilitator.

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