

THE ROLE OF GOOGLE MEET ON THE LEARNING MEDIA OF JOURNALISTIC STUDENTS OF UIN SYARIF HIDAYATULLAH JAKARTA

Firna Nahwa Alpirdausi¹, Silvia Nida Sandira², Wahyunengsih³

Program Studi Jurnalistik, UIN Syarif Hidayatullah Jakarta

Program Studi Jurnalistik, UIN Syarif Hidayatullah Jakarta

e-mail: firnanahwa.alfirdausi22@mhs.uinjkt.ac.id

silvia.sandira22@mhs.uinjkt.ac.id

wahyu.nengsih@uinjkt.ac.id

Abstract: *This study aims to describe the role of Google Meet on Journalistic Student Learning Media at UIN Syarif Hidayatullah Jakarta. The object of this research is Journalism student period 2022. The method used in this study is qualitative. Data collection techniques in this study were collected through surveys, namely using google form media. The data collection technique was carried out by asking several questions several journalism students for the 2022 period, related to the role of Google Meet in the learning media for Journalism students of UIN Syarif Hidayatullah Jakarta. Furthermore, the data that has been obtained will be discussed to determine the results of the study. The research data shows that the Google Meet application can facilitate students in the learning process, Google Meet can foster learning motivation for students, and students can repeat the material given, with the record feature in the Google Meet application. Google Meet can increase self-confidence because everyone can increase self-confidence, everyone can practice their public speaking as technology develops, and learning to be confident becomes easier because there is already an intermediary media to ask questions and give opinions.*

Keywords: *Google Meet ; Learning ; Student*

Abstrak: Penelitian ini bertujuan untuk memaparkan peran Google Meet terhadap Media Pembelajaran Mahasiswa Jurnalistik UIN Syarif Hidayatullah Jakarta. Objek penelitian ini adalah mahasiswa Jurnalistik periode 2022. Metode yang digunakan dalam penelitian ini merupakan metode kualitatif. Teknik pengumpulan data dalam penelitian ini dikumpulkan menggunakan media google form. Teknik pengumpulan data dilakukan dengan mengajukan beberapa pertanyaan kepada beberapa mahasiswa jurnalistik periode 2022, terkait peran Google Meet terhadap media pembelajaran mahasiswa Jurnalistik UIN Syarif Hidayatullah Jakarta. Selanjutnya data yang telah didapat akan dibahas untuk mengetahui hasil dari penelitian. Data hasil penelitian menunjukkan bahwa aplikasi Google Meet dapat memudahkan mahasiswa dalam proses pembelajaran, Google Meet dapat menumbuhkan motivasi belajar bagi mahasiswa, mahasiswa dapat mengulang materi yang diberikan, dengan fitur record yang ada pada aplikasi Google Meet. Google Meet dapat meningkatkan kepercayaan diri karena setiap orang dapat meningkatkan kepercayaan diri, setiap orang dapat melatih publik speakingnya karena seiring berkembangnya teknologi, belajar untuk percaya diri menjadi lebih mudah karena sudah ada media perantara untuk mengajukan pertanyaan maupun berpendapat.

Kata kunci: *Google Meet ; Pembelajaran ; Mahasiswa*

INTRODUCTION

Related studies on role titles from Google Meet before are as follows. First, discussing the Effectiveness of Using Google Meet refers to the results of implementing the use of Google Meet in online learning that can improve student learning outcomes. This can be seen from the implementation of the use of various features available on Google Meet such as share screens that can be used to make it easier for teachers to deliver the material. The utilization of various features in Google Meet is very effective and efficient to use at the time of online learning today. By using Google Meet, students' enthusiasm for participating in learning is also visible. This can be seen from the activeness of students when conducting question-and-answer sessions with the teacher as well as in conveying ideas, thoughts, and opinions related to the learning material delivered by the teacher (Wahyuni, 2021).

The other previous research is entitled as follows. Second, this study discusses the use of Google Meet as an online learning medium during the pandemic, besides that it also supports the school's vision and mission, namely technology-based learning, and to see the level of knowledge of students and students as students who become supporters in the learning process after educators. Based on the results of research that researchers have done, the level of understanding of students regarding the Google Meet application is very satisfying (Hediati and Darmansyah, 2021).

Third, other previous research analyzes the comparative use of Google Meet and Zoom Meeting media. This study shows that the google meet application is superior and is often used by students in distance learning compared to zoom meetings. Learning using the Google Meet and Zoom Meeting applications can help students to facilitate their understanding of the material to be delivered so that the learning process becomes effective and efficient (Wilandy, 2021).

Fourth, previous research that discusses other google meet is the use of google meet media. This study refers to the use of google meet, the result of which is that the use of google meet is considered less effective than face-to-face learning because the use of google meet uses quotas and requires a stable network. The importance of this research is that the learning process using Google Meet can be useful and build society (Nurazizah and Widiansyah, 2021).

Fifth, other previous research that discusses google meet is the application of google meet. The data from the research explained the effectiveness of using Google Meet in online learning 11 students stated it was effective while 32 students stated that they did not agree on the effectiveness of learning. The research data shows that students better understand lecture material that is carried out face-to-face directly without going through a network (online) compared to online learning through google meet which requires quotas and a stable network (Wiratama, 2020). The difference

between this study and the studies above, entitled "The Role of Google Meet on Journalism Student Learning Media at UIN Syarif Hidayatullah Jakarta" is that this study focuses on how Google Meet plays a role in the learning process of Journalism students to improve student learning outcomes.

Google Meet is a tool that can be used for learning. One of the fastest growing services today. Google Meet can be used as an alternative platform for teaching and learning, interacting. The reasons the researchers chose the subject of the role of Google Meet are as follows. First, to find out whether Google Meet can increase student learning motivation. Second, whether the use of Google Meet can improve understanding of learning materials. Furthermore, the reason I chose the object of this research is as follows the researcher himself is a student of journalism, making it easier to conduct this research.

This study focuses on journalistic students at UIN Syarif Hidayatullah Jakarta for the 2022 period. This study aims to determine the role of Google Meet in learning media for journalism students. In addition, to find out whether Google Meet can increase student learning motivation and whether the use of Google Meet can increase understanding of student learning materials. The formulation of the problem in this study is to describe the role of Google Meet on Journalism Student Learning Media.

The following is the basic theory that researchers use as the foundation of this

research. First, according to Soekarto (2009) which states that the role is a dynamic process of position (status). If a person carries out his rights and obligations according to his position, he is carrying out a role. The difference between position and role is for the sake of science. The two cannot be separated because the one depends on the other and vice versa.

Second, Narendas & Pratiwi AR (2021) stated that Google Meet is an online-based learning media that teachers do when they want to do face-to-face learning with students. Because the learning media is very effective and easy to do face-to-face, it can accommodate more than 30 people or you can also use Google Classroom. If the teacher wants to make independent or group presentations to their students, they can use learning media like this to make it easier for students and teachers to interact.

Third, the theory put forward by Pontjowulan (2022) states that learning using technology provides opportunities and opportunities for teachers to be able to improve and develop their competencies, especially pedagogic and professional competencies. The use of technology in learning is assumed and is expected to be a solution to overcoming learning problems in the classroom caused by the less-than-optimal role of teachers in utilizing the use of technology in the world of education. One of the things that can be used by the world of education, especially teachers in carrying out the learning process, is by utilizing the Google Classroom application combined with Google Meet.

Fourth, the theory put forward by Heinich (1993) states that the media is a means of communication channels. Media comes from Latin and is the plural form of the word "medium" which means "intermediary" namely the intermediary of the message source (a source) with the recipient of the message (a receiver). Heinrich gave an example of this media such as film, television, diagrams, printed materials, computers, and instructors. Examples of these media can be considered learning media if they carry messages to achieve learning objectives. Heinrich also relates the relationship between the media with messages and methods (methods).

Fifth, the theory put forward by Suwono (1978) states that according to Kenokfemacher students are prospective undergraduates who, in their involvement with universities, are increasingly integrated with the community, educated, and expected to become intellectual candidates.

State of the Art

In research related to Google Meet on learning media, researchers use three previous studies as research references, which will be reviewed by researchers, namely: The first research reference is the research journal Wahyuni (2021) with his research journal which discusses the Effectiveness of Using Google Meet in Learning Online towards Improving the Learning Outcomes of Fifth Grade Students at SD AL-Islam Plus Krian Sidoarjo". The formulation of the problem in this research is how the implementation of online learning using Google Meet towards improving the learning outcomes of fifth graders at SD Al-Islam Plus Krian Sidoarjo and how effective the use of online learning is. Google Meet in online

learning towards improving the learning outcomes of fifth-grade students at SD Al-Islam Plus Krian Sidoarjo. The research method used is descriptive quantitative, namely by describing an event or events in the form of numbers reinforced by analysis and RI researchers in making conclusions. The data collection used in this research is employing observation, pretest and posttest learning outcomes, and documentation. It can be concluded that the use of Google Meet in online learning can improve student learning outcomes. This can be seen from the implementation of the use of various features available on Google Meet such as share screens that can be used to make it easier for teachers to deliver the material.

The second research reference is the research journal Hedyati and Darmansyah (2021) which discusses the use of Google Meet as a Learning Media for Pekanbaru Labor Vocational High School during the Covid-19 Pandemic Era. The formulation of the research problem is to describe the use of Google Meet as a Learning Media for the Pekanbaru Labor Vocational High School during the Covid-19 Pandemic Era. This research method uses the Utilization of Google Meet as a Learning Media for the Pekanbaru Labor Vocational High School during the Covid-19 Pandemic Era. This research method uses the descriptive qualitative method, which describes the data obtained by analysis and presented in the form of a narrative or sentence. In addition, data collection using Google as a medium for interviews with informants, namely educators and students of the Pekanbaru City Labor Vocational High School. It can be concluded that Google Meet can help the online learning process during the pandemic, while also supporting the school's vision and mission, namely technology-based learning.

The third research reference is the research journal Wiratama (2020) which discusses the

application of Google Meet in Online Lectures for PGSD Students in Basic PKN Elementary Concepts during the Covid-19 Pandemic. The formulation of the problem in the research is how to apply Google Meet in Online Lectures for PGSD Students in Basic PKN Elementary Concepts during the Covid-19 Pandemic. The method in this research is a descriptive research and qualitative methods. Where this research describes the application of google meets in lectures. The qualitative method in this research is artistic because the research process is more artistic (less patterned) and is also called an interpretative method because the research data is more related to the interpretation of the data found in the field.

METHODOLOGY

This study uses a qualitative method. The research was carried out at the FIDKOM UIN Syarif Hidayatullah Building using qualitative methods. Data collection namely using google form media. The data collection technique was carried out by asking several questions several journalism students for the 2022 period, related to the role of Google Meet in Journalism student learning media. The reason the researcher chose the survey technique by using the google form in collecting data was to get more accurate and specific results in the study. The research is aimed at journalism students because no research discusses journalism students. Furthermore, the data that has been obtained will be discussed to determine the results of the study. This research was conducted to describe the role of Google Meet as a learning media for Journalism Students. Qualitative research is more suitable for the type of research that understands social phenomena from the perspective of participation. In simple terms, it can also be interpreted as research that is more suitable to be used to examine the condition or situation of the object of research. Sugiono (2015).

RESULTS

Question Number	Indicator
1.	Does using Google Meet make it easier for you to learn? If yes, please explain
2.	Can Google Meet create interaction between lecturers and students?
3.	In your opinion, is Google Meet able to improve student understanding of learning materials?
4.	Are you actively asking when learning activities are carried out on Google Meet?
5.	In learning to use Google Meet, does it increase your confidence in asking questions? If yes, please explain
6.	While using Google Meet did you use the chatbox to ask questions to the lecturer?
7.	Is using the chatbox you can represent the question you want to ask and are you more confident asking through the chat box? If yes, please explain
8.	Can Google Meet increase student learning motivation? If so, what motivation did you get?
9.	In learning with the Google Meet application, is the material presented clearly acceptable? If yes or no, give reasons

Answer of the questioner

1. From the results of the data obtained, there are several answers, one of which can be concluded that Google Meet facilitates the learning process because Google Meet provides freedom with no time limit for use, besides that it can be accessed anywhere more effectively and efficiently. On the other hand, Google Meet is less convenient because it is constrained by a less extensive network and the presentation of different lecturer materials when face-to-face.
2. On average the respondents answered "yes" that Google Meet can create interaction between lecturers and students.
3. From the results of this data, it can be concluded that there is a statement that Google Meet can improve student understanding of learning materials.
4. 84% of respondents stated that they did not actively ask questions when learning activities were carried out on Google Meet.
5. The data results have been obtained stating that learning by using Google Meet can increase confidence in asking questions. Some respondents stated that in online or virtual meetings between lecturers and students would not be shy and nervous when they wanted to ask questions, while in offline meetings if the person is shy and nervous is difficult for him to ask.
6. The results of the data state that respondents do not always use the chat box feature to ask questions to lecturers with the Google Meet application.
7. The results of the respondent's data agree that the chat box can help students who want to ask questions but are not confident, because not all confident students ask the lecturer directly. So the chatbox is very helpful for students who are not active in asking questions directly. Chatbox can also be an alternative if there are problems with the network, sound, or video.
8. From the data obtained, Google Meet can increase student learning motivation. Students must adapt to the environment, especially in an era of technology and lectures using a blinding system. So the use of media conferencing needs to be used as motivation for students, including Google Meet. Motivating to learn again, because you can repeat the material given, in the form of the record feature in the Google Meet application. Google Meet also trains the mindset and organizes yourself to be more focused and more serious in understanding learning.
9. Some respondents agreed that the material would be conveyed clearly if the lecturer/teacher had a positive impact in terms of the network or the delivery of the material in him and some respondents did not agree that learning with the Google Meet application could be received clearly because it was constrained by signals from one of the parties. and also devices that do not support it so that the material presented is not conveyed properly.

RESULT AND FINDING

At the final stage, an evaluation is carried out to measure the success of the activities that have been carried out by distributing questionnaires to participants. From the questionnaire data that has been obtained by the researcher during conducting the research, the first question is whether Google Meet makes it easier for you in learning. from the results obtained by Google Meet respondents, it makes the learning process easier because Google Meet provides freedom with no time limitations for use, Google Meet can also adjust to the time and schedule given by lecturers who cannot attend offline, the network quality is better, with Google Meet lecturers and students can display material from PPT, Files, Websites, and others so that students understand more easily. Some respondents also think that using Google Meet is less convenient for students, in addition to network constraints, the presentation that lecturers convey is also different when meeting face to face.

Regarding the material and themes presented, namely whether Google Meet can create interaction between lecturers and students, based on this data, it can be seen that respondents agree that Google Meet can create interactions between lecturers and students. This shows that Google Meet gives users the freedom to interact and is also an alternative means for students to communicate and express opinions.

The research data also shows that respondents agree that the Google Meet application improves understanding of the material in learning which shows that the Google Meet application can be quite effective in learning media. Respondents said that they were not very active in asking questions when they were doing learning activities in the Google Meet application.

This can happen because of a person's lack of confidence. The respondents agree that learning by using Google Meet can increase self-confidence because everyone can practice their public speaking and can learn on Google Meet. A student is emphasized to express an opinion without thinking first about whether it is right or wrong, and as technology develops, learning to be confident has become easier because there is already an intermediary medium to ask questions or give opinions.

Students do not always use the chat box as a medium to ask questions to the lecturer. From the data, it can be concluded that there are still many respondents who rarely use the chat box feature. However, there are around 39 respondents who agree with using the chat box, because if there is signal interference, students can use the chat box during Google Meet, so that it can represent the questions that students want to convey to the lecturer, it is also more comfortable to use the chat box without showing a face. on camera (on cam), with the chat box feature the user can ask questions in typed form, it will be very easy for users who are constrained by the network when on camera, through the chat box makes users more confident because they can ask questions without making a sound. The existence of a chat box is very helpful for students who are not active in asking questions directly.

The respondents agree that Google Meet can increase student learning motivation. One respondent thinks that Google Meet can train thinking patterns and organize themselves to be more focused and serious in understanding learning. Learning becomes more varied and increases learning efficiency so that it is not boring, and can be more active and communicative. Motivating to learn again, because you can repeat the

material given, in the form of the record feature in Google Meet. Students must adapt to the environment, especially in an era of technology and lectures using a blinding system. So the use of media conferencing needs to be used as motivation for students, including Google Meet. On the other hand, respondents said they did not agree that Google Meet can increase learning motivation because the use of Google Meet in learning media is considered less effective. After all, some respondents do not understand the material presented in Google Meet and feel less focused when learning with Google Meet.

Some respondents did not agree that the material would be delivered well if the lecturer/teacher had a positive impact in terms of the network or the delivery of the material. Offline learning is more effective because it can interact with each other and is constrained by signals from one party and also devices that do not support it which makes the material not conveyed properly. Even though we are now in the digital era, effective learning activities are carried out face-to-face.

CONCLUSION

Based on the results of the data obtained, respondents stated that using Google Meet makes it easier for students to learn because Google Meet gives us freedom with no time constraints, respondents agree that Google Meet can create interaction between lecturers and students, the Google Meet application can improve understanding of the material in learning, and can make it easier because it can help the learning process effectively, on the other hand, Google Meet is less easy because it is constrained by the network and the presentation of different lecturer materials when face to face. In the data obtained, respondents stated that they were not very active in asking questions while doing

learning activities through the Google Meet application. Google Meet can train your mindset and organize yourself to be more focused and serious in understanding learning. The chatbox feature in the Google Meet application can represent the questions you want to convey, the chatbox feature makes users more confident because they don't show faces on the camera. Offline learning is more effective because it can interact with each other and is constrained by signals from one party and also devices that do not support it which makes the material not conveyed properly. Even though we are now in the digital era, effective learning activities are carried out face-to-face.

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