



Effectiveness of Online Learning Through Google Class Room to Interests And Learning Outcomes of Gadar Maternal and Neonatal Courses In Students Semester 4 STIKES Dian Husada Mojokerto

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ABSTRACT

During the COVID-19 pandemic, health services became a burden for the community. The number of cases of Covid-19 transmission made people reluctant to come to health facilities. Health workers are encouraged to continue carrying out their roles to adapt and provide optimal service to patients. Likewise, midwives are advised to continue to provide maternal and child health services by complying with health protocols. Based on data reported by the Central IBI in June 2020, 974 of 9,296 PMBs were closed, maternal and child health services were temporarily suspended from PMBs who continued to provide services. Most of them did not offer midwifery services following standard health protocols. This study was conducted to describe the evaluation of midwifery service standards during the COVID-19 pandemic. The research design used a cross-sectional with chi-square statistical test to determine the standard practice of midwifery services during the covid-19 pandemic, which was analyzed descriptively. Sampling with quota sampling, with a total of 30 respondents. The research instrument used a questionnaire. The results of this study indicate that in the implementation of midwifery services according to standard health protocols during the COVID-19 pandemic, most of which were 53% carried out according to pregnancy, 67% of deliveries were not carried out according to health protocols, almost 90% of postpartum & BBL services were carried out accordingly, and 100% of family planning services are carried out according to health protocols. The conclusion is that most midwives carry out standard midwifery services during the covid-19 pandemic

Keywords: Online learning; interest; learning outcomes

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INTRODUCTION

The development of an emergency status that raises various challenges in the practice of learning far, the Ministry of Education and Culture makes various learning adjustments that do not burden lecturers and students. The adjustment is contained in Circular Letter No. 2 of 2020 on the prevention and handling of Covid-19 in the Ministry of Education and Culture and Circular Letter No. 3 of 2020 on the prevention of Covid-19 in education units, which become guidelines and legal basis in the implementation of distance learning which is often referred to as online learning. Online learning is basically distance learning. ¹ Distance learning is a system that has been around since the mid-18th century. From the beginning, distance learning has used technology for the implementation of learning, ranging from the simplest technology to modern technology.

Online learning is the process of learning to teach by utilizing the internet network in the form of accessibility, connectivity, flexibility and various learning interactions. ² In online learning requires learners with educators to communicate in learning using technology, namely social media, one of which is Google Classroom which facilitates the process of distance learning by not having to be done in the classroom. Digital learning through google classroom applications is very potential and can be used as a learning tool or medium. ³

Interest is the impulse that occurs to a person about a more preferred feeling and a sense of attraction to a thing or actiytas, without anyone telling or just self-desire. Interest in learning has a contribution to improving student learning outcomes. ⁴ If a person has no interest, then he will not be able to do anything activity. Online media can currently help students in understanding learning materials and have been utilized by institutions in Indonesia. This program is also called online learning program or commonly called online learning. ⁵

The use of online learning media with google classroom as an online-based learning media still has several disadvantages, including: 1. Both lecturers and students must have quotas and a good internet connection, 2. Students are also not serious in learning, not on time and difficult to control, 3. Lecturers are also not maximal in applying information technology. ⁶

STIKes Dian Husada Mojokerto faces the same problem as previously outlined related to the online learning system through google classroom. Therefore, researchers conducted a study to examine the influence of online learning through google classroom on the interests and learning outcomes of maternal & neonatal courses in students of semester 4 of STIKes Dian Husada Mojokerto. This is important to do because Google Classroom is one of the technologies that can help students to easily get involved in the process of teaching and learning maternal & neonatal gadar online during the covid-19 pandemic.

METHODS

The research method used is to use a type of pre-experimental research with design in the form of one group pre-test - post-test of 1 class of students semester 4 midwifery study program as a research subject can show differences before and after treatment. The study design of one group pre-test post-test of one class as a research subject can show differences before and after treatment. The sample in this study was a 4th semester midwifery student who numbered 26 students. Data collection techniques are carried out by means of learning outcome tests, learning interests and documentation. The data collection instrument used in this study is 1) tests of learning results that amount to 40 questions from the accumulation of meetings 1, 2, and 3, and 2) interest questionnaires amounted to 20 questions.

RESULT

A. Student Learning Interests

The collection of student interest data using the interest questionnaire in the form of a statement amounting to 20 questions given to students before and after the implementation of online learning using google classroom. Data on the interests of students studying midwifery semester 4 can be seen in the table below.

Table 1. Calculation of Student Interest Questionnaire Score

Meeting	Account	Class	
		Pretest	Posttest
1	Number of Scores	1740	2130
	Average	60	73
	Hight Score	71	94
	Low Score	50	62
2	Number of Scores	2015	2150
	Average	70	74
	Hight Score	88	95
	Low Score	63	67
3	Number of Scores	2040	2210
	Average	71	77
	Hight Score	89	95
	Low Score	56	62

Once it was known that students' study interest in normal distributed maternal & neonatal Gadar courses obtained posttest grades with sig. 0.898 and pretest sig. 0.500 is greater than 0.05. Student learning interest questionnaire data has homogeneous variations, so that the posttest value is obtained at 0.103 and pretest is 0.449 which means greater than 0.05.

Table 2. Test Results t Angket Student Interest In Learning

Levene's Test for Equality of Variances		Independent Samples Test				
		Means		t-Test for Equality of		
				F	Sig.(2-tailed)	T
Post Test	Equal variances assumed	5,331	,063	1,905	56	
Pre Test	Equal variances assumed	1,373	,038	2,123	56	

Based on table 2, you can see the learning interest data of students in semester 4 midwifery program before and after being given treatment obtained grades as well as sig. (2-tailed) of 0.063 is greater than 0.05 ($0.063 > .05$) and 0.038 smaller than 0.05 ($0.038 < 0.05$). So the results of the t test showed that there was an influence on the learning interest of students in semester 4 midwifery study program in Gadar maternal & neonatal courses before and after being given treatment using google classroom as a learning medium. So H_a is accepted and H_o is rejected.

B. Student Learning Outcomes in Gadar Maternal & Neonatal Courses

Student learning results in Gadar maternal & neonatal courses are measured using questionnaires in the form of objective questions amounting to 40 questions from the accumulation of meetings 1, 2, and 3. Calculation of the score of student learning results in Gadar maternal & neonatal courses before and after being given a silverware by using google classroom as the main medium of learning can be seen in the table below.

Table 3. Calculation of Student Learning Outcome Score

Meeting	Account		Class	
			Pretest	Posttest
1	Number	of	1980	1840
	Scores			
	Average		42	63
	Hight Score		70	95
	Low Score		25	30
2	Number	of	1200	1970
	Scores			
	Average		41	67
	Hight Score		90	100
	Low Score		15	25
3	Number	of	1170	2250
	Scores			
	Average		41	87
	Hight Score		80	100
	Low Score		10	60
N Mahasiswa			26	26

From the table above it can be known that the data is normal distribution so that it can be obtained niai pretest which is 0.113 and niai posttest which is 0.116 ($0.05 < 0.113 < 0.116$). Student learning data

has homogeneous variations so that the pretest value of 0.214 and posttest value of 0.288 which means greater than 0.05.

Table 4. Test Results t Student Study Results Score

			Independent Samples Test			
Levene's Test for Equality of Variances			Means	t-Test for Equality of		
			F	Sig.(2-tailed)	T	Df
Post Test	Equal assumed	variances	1,203	,276	-,206	85
Pre Test	Equal assumed	variances	2,434	,122	2,280	85

From the table above it can be seen that the results of the test t grade the ability of student learning results before and after being given treatment is the results of pretest in sig value. (2-tailed) or p value is 0.276 and posttest is 0.122 greater than 0.05 ($0.122 > 0.05$). So it can be concluded, if there is a significant influence from the learning outcomes of students in semester 4 midwifery study program that uses google classroom as the main medium of learning gadar maternal & neonatal courses.

DISCUSSION

A. Online Learning Through Google Classroom Towards Student Learning Interests

From the results of the study can be seen that the learning results of students who were given treatment using online learning methods through google classroom showed the interest in learning students D3 Midwifery semester 4 in maternal & neonatal courses showed better results than classes that were not given treatment can be seen from the average score of each statement, especially in maternal & neonatal gadar courses. This is because learning through google classroom can increase student interest, where students are more active in asking about materials and assignments to the learning delivered.

The online learning process can increase the interest of students, especially in maternal & neonatal gadar learning. Learning with google classroom makes students more interested and can finally increase student learning activities and outcomes.⁷ In addition, the relationship between students and lecturers can be well established and make them as individuals who are more social among fellow students.⁸

The learning process takes place in accordance with the available learning schedule and when learning begins or finishes learning students can ask lecturers. Learning during the covid-19 pandemic needs good learning media planning in order to increase students' interest in learning.⁹ Therefore, the selection of google classroom as one of the media online learning process can help students in increasing learning interest. Google classroom is very worthy of being used as one of the media in the teaching and learning process, because it can facilitate learning, can increase curiosity and as a source of self-learning.¹⁰

B. Online Learning Through Google Classroom Against Student Learning Outcomes

The success of using online learning through google classroom is higher because it can train students to be more active in following the learning process and their thinking skills to understand the learning materials and tasks delivered. This is also supported by the statement Ratnasari et al, (2020) that through online learning accompanied by teaching materials the results are better than those without teaching material. The higher the interest in student learning, the higher the student's learning outcome. So if the interest in student learning decreases, the results of student learning will decrease as well. ¹¹

Online learning through google classroom can improve students' communication skills about materials or learning processes that are not yet understood. So that by establishing communication between lecturers and students also influences interest in determining student learning outcomes. When students have a high curiosity, it can produce good learning outcomes. ¹²

According to Irwandi et al, (2018) and Pustikayasa (2019) basically, naturally humans have a high curiosity and the ability to make decisions, even the ability of each student to affect student learning outcomes. ¹³

CONCLUSION

There is an influence of online learning through google classroom on the interests and learning outcomes of students in semester 4 of STIKes Midwifery Program Dian Husada Mojokerto. Online learning through google classroom can be used by lecturers to overcome student problems in online learning in the village, especially in increasing interest and learning outcomes of maternal & neonatal gadar courses.

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