

*The Effect of Online Learning using Google Classroom on
The Story Writing Skills of the Fifth Grade Student
Of YPS Singkole Primary School
East Luwu District*

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ABSTRACT

This study is pre-experimental that aimed to know the effect of Online Learning Google Classroom Based on the story writing skills of the Fifth Grade Students YPS Singkole Elementary School East Luwu District. The independent variable in this study is Online Learning Google Classroom Based and the Fifth Grade Students YPS Singkole Elementary School East Luwu District that consist of 28 students. The research data were obtained by giving story writing tests on learning the theme of My living place, sub theme 2: the diversity of living things in my environment with pre test and post test. The data analysis technique is descriptive statistical analysis and inferential statistical analysis. Based on the results of inferential statistical analysis, the obtained Wilcoxon test was for 0.000 less than 0.05. It can be concluded that Online Learning Google Classroom Based has a significant effect on the story writing skills of the Fifth Grade Students YPS Singkole Elementary School East Luwu District.

Keywords: *learning, online, story, writing skills*

INTRODUCTION

The development of science and technology is currently taking place so rapidly. . Semua perkembangan dalam bidang ilmu pengetahuan dan teknologi bertujuan untuk memberikan kemudahan bagi manusia dalam melaksanakan tugas dan kepentingannya yang didukung oleh sumber daya manusia yang memadai dan berkualitas. All developments in the field of science and technology is aimed to make human life easier to carry out their duties. The interests supported by adequate and quality human resources. The development of redundant advanced technology also

influences the progress of education, so that it can help improve the quality of human resources. The development of multimedia and information technology, as well as the use of the internet as a new teaching technique, have made radical changes in the traditional teaching process (Wang et al. 2007). Technology in education plays a role in making it easy for teachers and students to accommodate the learning process, especially for students who have difficulty understanding the lesson in the classroom and outside the classroom. Learning outside the classroom can be carried out independently by utilizing various media.

In the early of 2020, there was an outbreak of the corona virus (Covid-19) across the country. More than 91% of the world's student population has been affected by school shutdown due to the Covid-19 Pandemic (UNESCO). Learning at school was stopped and turned into learning at home. This also applies in Indonesia. Since March 2020 students are studying online from home. All academics, schools and teachers must think about student learning models at home so that learning material can be conveyed. The national education system can ensure that all students have equal access to quality education during this unprecedented crisis.

The Minister of Education and Culture decided through Circular Number 4 of 2020, on Learning from Home through Distance Learning, teachers are required to provide meaningful learning experiences for students, without being burdened with demands to complete all the achievements of the graduation and graduation curriculum, but rather than focusing on skills education, including on the Pandemic Covid-19, provides a variety of activities and learning tasks from home for students, according to their respective interests and conditions, but still consider the gaps in access / learning facilities from home, and providing feedback on evidence or products of learning activities from home that are qualitative and useful for teachers, without being required to give a qualitative score / value.

According to Pusdatin (2020: 17) in response to changes in the learning system,

teachers must: (1) Implement the design and implementation of distance learning from face-to-face learning to distance learning in the midst of an unprecedented crisis. (2) Teachers must be creative, innovative, adaptive, and flexible with good learning principles. (3) Build personal and professional strengths, acknowledge challenges and seek to overcome them.

SD YPS Singkole is a private elementary school under the Soroako Education Foundation. This school also implemented distance learning during the Covid-19 pandemic that hit Indonesia. This is because East Luwu Regency, especially Sorowako, is in the red zone of the Covid-19 pandemic. Based on the author's preliminary observations (online) in grade V SD YPS Singkole, the school has implemented online learning based on Google Classroom to all students. Google Classroom provides a productive teaching and learning activities by simplifying assignments and maintaining communication between teachers and students. The teacher creates a class by providing learning material, giving assignments, Student Worksheets (LKPD), Daily Test (UH), and Final Semester Assessment (PAS), and providing input to students.

The use of online learning based on Google Classroom will make it easier for students in distance learning because on the class assignment page students can share information about assignments, questions and learning materials. Students will easily view the task on the assignment page or in the class calendar and all class materials are automatically saved in the google drive folder. In addition, teachers can also send announcements, start live class discussions, quickly see students who have or have not completed assignments or answers.

In the Primary School curriculum placing Indonesian as the main subject. Learning Indonesian in elementary school includes four aspects, namely listening skills, speaking skills, reading skills and writing skills. Writing skills as one of the aspects of language skills at the final stage are mastered by students, because students

can write well if a series of stages of aspects of language skills have been mastered by students. So it is expected that in the end students can meet the competency standards of language skills in the aspect of writing, namely writing effectively and efficiently of various types of essays in various contexts.

According to Tarigan (2000: 21), writing is lowering or depicting letter symbols that describe a language that is understood by someone, so that other people can read the symbols of these letters. Writing effectively and efficiently requires a long series of processes. This process will be undertaken by students through the stages in language learning. One of the stages in advanced writing skills is writing stories. Writing stories has so far been considered a heavy burden for students, because it is considered difficult. Since infancy, children have begun to be good at telling stories or talking, such as talking about everyday events. This indicates that the child has the ability to express the contents of his thoughts through language orally.

Learning to write stories is included in the fifth grade elementary school curriculum. The purpose of learning to write stories in elementary school is so that students are able to write stories using the steps to write stories and pay attention to the correct use of spelling and punctuation. In accordance with the current situation and the government's appeal to conduct distance learning, the fifth grade teacher at SD YPS Singkole implements the learning process using Google Classroom.

Google Classroom application can be used to learn how to write a story. The teacher can provide material about the steps and how to write stories using suitable methods for distance learning. The teacher also provides LKPD with the guideline on how to make story outline of making a story outline according to the agreed theme, giving student learning outcomes tests in the form of writing stories from the developed story framework. In addition, the use of Google Classroom in story writing

material as distance learning will still reach the cognitive, affective and psychomotor domains of students and make it easier for students to study at home according to learning objectives. Therefore, The success of the Google Classroom-based online learning system depends on several components, namely students, teachers, learning resources, and information technology. These components are integrated so that the achievement of learning objectives can be achieved.

Based on the description above, the researcher conducted a study entitled "The Effect of Google Classroom-Based Online Learning on Writing Stories for Class V Students at SD YPS Singkole, East Luwu Regency".

1. Online learning

The use of technology in learning activities at schools in Indonesia is increasing in accordance to the urgency of online learning systems. The term online is an acronym for "online". So online learning is one of the online learning methods or is done via the internet network. This online learning system was developed by the Ministry of Education and Culture of the Republic of Indonesia through the Distance Learning Program (PJJ). PJJ is a government program in reaching students on a national scale (Ministry of Education and Culture of the Republic of Indonesia, 2014: 1).

Online learning is carried out remotely where students are separated from educators and learning uses various learning sources through information and communication technology and other media (Law Number 20 of 2003 Article 1 Paragraph 15). The understanding of online learning from various points of view of experts that has been summarized by Paulina Pannen in (Tian Belawati, 1999: 12) is as follows:

- a. A form of systematically organized independent learning, where counseling, presenters of learning materials, and supervisors and monitoring of student success are carried out by a group of teaching staff who have different

responsibilities.

- b. Learning is carried out remotely using device aid.
- c. A learning method that uses correspondence as a means of communication between teachers and students completed with interactions between students in the learning process.
- d. An education system that does not require a teacher at a certain place, but it is possible to have meetings between teachers and students at certain times.
- e. A method for conveying knowledge, skills, and attitudes that is managed based on the application of concepts and runs (division of labor), organizational principles, and extensive use of media, especially in the teaching products.
- f. A learning method in which the teaching process occurs separately from the learning process so that communication between teaching staff and students must be facilitated through printed materials, electronic media, and other media.
- g. A form of education that includes various forms of learning at various levels of education that occur without direct and / or continuous supervision of tutors to students in the same location but requires a process of planning, organizing and monitoring from an educational organization, as well as providing a process of mentoring and tutorial both in the form of direct (real conversation) and simulation (simulated conversation).

Based on the understanding of online learning above, it can be concluded that distance learning is an effort to overcome educational problems with limitations between the teacher (tutor) and students to meet face to face by conducting learning that separates the teaching staff from students with the help of printed and electronic media. such as e-mails, video conferences, soft files contain material that student can access without limitations on time and geographic location.

a. The advantage and disadvantage of online learning

The advantages of using online learning according to Mustofa, et al (2019) are:

- 1) Is an effective, fast and credible communication medium to deliver online material from teachers.
- 2) Covers a large area.
- 3) Participants get a complete visualization of their conversation.
- 4) Class Large or small: classes do not need physical form anymore everything can be built in Internet applications.
- 5) Anytime, anywhere: accessible from any location and global in nature. E-learning removes time and place constraints with traditional classroom characteristics by using communication modes *asynchronous* such as email, online discussion, students can access 24 hours a day.
- 6) Building Community: learning is a social process. Students can learn by exchanging information with one another.
- 7) Improved student learning: through the Internet, organizations will be able to focus more on delivering education / training programs. Accommodate the entire learning process as well as transactions. The material can be designed in a multimedia and dynamic manner. Learning participants can connect to various virtual libraries around the world and use them as resource research in increasing understanding of teaching materials. Teachers can quickly add references in teaching materials in the form of case studies, industry trends and future technology projections using various sources to broaden participants' insight into their teaching materials.

While the disadvantages of online learning systems are as follows:

- 1) The learning and teaching process tends towards training rather than education.
- 2) Students who do not have high learning motivation tend to fail.

- 3) Not all places have internet facilities (this is related to problems with the availability of electricity, telephones, or computers).

2. Google Classroom Based Online Learning

According to Julia (2019: 156) Google Classroom (or in Indonesian, namely the Google Classroom) is a mixed learning platform dedicated to every scope of education which is intended to find solutions to difficulties in creating, sharing and classifying each assignment without paper.

According to Herman in Hammi (2017) Google Classroom is an application that allows the creation of classrooms in cyberspace. In addition, Google Classroom can be a means of distributing assignments, submitting assignments and even assessing submitted assignments.

According to Darmawan, Deni (2012: 5) Google Classroom is actually designed to facilitate teacher interaction with students in cyberspace. The class design that applies Google Classroom is actually environmentally friendly because students do not use paper in collecting their assignments.

This is in line with the opinion of Herman (2014) who explained that in this application, classes are designed to help teachers create and collect paperless assignments, including time-saving features such as the ability to make copies of google documents automatically for each student. The class can also create drive folders for each assignment and for each student, to keep things organized. In addition to assignments, the teacher can also throw an idea in the form of contemporary ideas to be discussed in the Google Classroom class and if in real class learning (at school) there is a discussion of material that has not been completed, (via video) it can be completed and continued on the Google discussion forum Classroom.

a. The advantages and disadvantages of Google Classroom

The advantages and disadvantages of Google Classroom as stated by Ramadhan & Tarsono (2020), namely:

1) Advantages

- a) The available communication features make it easy for users to discuss directly.
- b) Easy assignment system.
- c) Archive Course feature that make it easy for students to relearn material that has been missed.
- d) Ad-free.

2) Disadvantages

- a) It was found that students had difficulty using the feature at the beginning of the learning transition through google classroom.
- b) Learning becomes less efficient when students do not have data packages.
- c) Uneven signal coverage.

3. Story Writing Skills

a. The essence of writing skills

Writing is a language skill to express thoughts and ideas to others. Writing is a communication activity in the form of delivering written messages to other parties. Writing activities involve the element of the writer as the delivery of messages, or the content of writing, written channels or media, and readers as message recipients, Kusnadi and Mahsusi (2016: 14). Writing in KBBI (2017: 190) is expressing thought or feelings in form of writing (such as composing, writing letters, etc.) with writing.

Hastuti, Mulyati (2002: 44) states that writing is essentially conveying ideas or ideas and messages using graphic symbols (writing). The ideas or messages conveyed depend on the development and level of knowledge of the author. Meanwhile, Tarigan (2013: 3) states that writing is depicting or depicting graphic symbols depicting a language that a person can understand.

The ability to write must be continuously nurtured, because writing activities involve the recording of knowledge. As a language skill, writing is a complex activity because writers are required to be able to compile and organize the contents of their writing. Writing has many mental, intellectual, and social benefits for a person. According to Attar, Semi (1993: 3) writing can increase intelligence, develop initiative power, foster courage, and stimulate the willingness and ability to gather information.

Based on the above opinion, it can be concluded that writing is a process of changing the form of thoughts (feelings) into symbols (writing) as a communication activity using written language as a tool or media.

b. Types of writing skills

Writing skills can be classified based on two different points of view. This point of view is an activity or activity in carrying out writing skills and the results of the writing product. Classification of writing skills based on the second point of view results in a division of writing products or five categories according to Tarigan (2013), namely (1) narrative, (2) exposition, (3) description, (4) argumentation, and (5) persuasion.

- 1) *Narrative*(narrative). Narrative or narration is a writing style that aims to tell a series of events or human experiences based on developments over time. The narrative paragraph is intended to inform the reader or listener what the author has known or experienced. The narrative puts more emphasis on the time dimension and the existence of conflict (Pusat Bahasa, 2003.46).
- 2) *Exposition*. Ordinary exposition is also called exposure, which is a form of essay that tries to explain, describe or analyze a subject that can broaden one's knowledge and views. The author tries to describe the incident or problem in an analysis and in detail to provide an interpretation of the facts presented. In exposition writing, accurate and complete information is very important. Exposition is writing that is often used to convey scientific descriptions, such as

papers, theses, dissertations, or articles in newspapers or magazines. If you want to write about the rules for playing football, how planes work, how to make tempeh, for example, then the exposition type is very appropriate to use. Exposition tries to explain or explain. Parera (1993: 5) suggested that "An exposition writer would say, I will tell you all these incidents and events and explain them so that you can understand them." From the description above, it can be understood that in order to write an exposition, the writer must have adequate knowledge of the object to be worked on.

- 3) *Description*. Description is a description or description in words of an object, place, atmosphere or situation. A description writer expects his reader, through his writing, to be able to 'see' what he sees, be able to 'hear' what he hears, 'feel' what he feels, and come to the same 'conclusion' as him. From this it can be concluded that the description is the result of observation through the five senses, which is conveyed in words (Marahimin, 1993: 46)
- 4) *Argument*. Argumentation is a type of writing that aims to prove the author's opinion to convince or influence the reader to accept his opinion. Arguments try to convince the reader. This method of convincing readers can be done by presenting data, evidence, or reasoning results (Pusat Bahasa, 2001: 45).
- 5) *Persuasion*. Persuasion is an essay that contains a suggestive or appealing explanation that can arouse the readers' nerves to believe in and obey implicit or explicit appeals made by the author. In other words, persuasion deals with the problem of influencing others through language.

c. The essence of story writing skills

The story in prose is the result of the author's concoction based on his views, the judge's interpretation of events that have occurred, or events that only take place in fantasy (Saad in Tarigan, 2000: 84). It was further explained that in a story there are two important elements, namely (1) something is to be told and (2) there is a way of telling. The thing that is told is related to the theme, while the way of telling is

related to the way the author arranges the story (plot), displays the character (characterization), displays the place (setting), places himself in relation to the story (how to tell the story). In line with Saad, Badriyah in Tarigan (2000: 11.50) states that a story should have story elements, namely: (1) character / character, (2) characterization, (3) point of view, (4) setting, (5) structure ,

Of the two classifications that have been mentioned, the type of essay or writing referred to in this study is the type of narrative (based on the first classification) or the type of story (based on the second classification). The elements of the story stated above are used as a reference in assessing the work / fictional story in this study.

d. Characteristics of Story Writing Skills

According to Suparno and Yunus (2007: 32) the characteristics of writing stories are as follows:

- 1) In the form of stories about human events or experiences.
- 2) The events or events that are conveyed can be in the form of mere imagination or a combination of the two. Although imaginative, the author should not create a story at will. It is imaginary, but also logical.
- 3) The author is not concerned with the causal relationship of the problems raised. Narrative works are usually subjective in nature, both the content and the language used are strongly influenced by the author.
- 4) The emergence of conflict or the formation of a plot is often closely related to character, theme, and even setting. In narrative stories the existence of conflicts, characterizations, and the course of the plot are very important.
- 5) It has aesthetics because the content and delivery are literary in the form of fiction.
- 6) Emphasizes the chronological atmosphere, with the intention of giving meaning to an event. So that readers can learn lessons from the story.

e. Elements of Story Writing Skills

The formation of a narrative essay or story has several elements, among others; plot, characterization, setting, point of view, and selection of event details. According to Keraf (Tarigan 2013: 67) the elements in writing stories are as follows:

- 1) Themes, a central idea that forms the basis of writing or works of fiction. In other words, the theme is the subject of discussion or the idea on which a story is based.
- 2) Setting, setting is the environment in which events occur, both place and time. A place can be a space or things around it. While time is in the form of hours, days, months, years, seasons or periods.
- 3) Character or characterization, is a clear depiction of a person who is shown in a story in the form of a protagonist or an antagonist.
- 4) Plot, is the structure of a series of events in a story that is structured as functional interrelations that also mark the parts in the whole fiction. Flow governs the actions associated with other sections. With flow, events can be linked with other events in the unity of time.
- 5) A point of view, or what is called a point of view, discusses where a story is seen, whether as the first person who states in the story as me, or someone else who acts as a storyteller. The point of view states the function of how the author acts as a narrator in a narrative (narrator) acts and takes direct part (participant), or as an observer of the object of all actions in the narrative (observer). The author uses perspective as a way to convey the actors described in the story.
- 6) Message, also known as mandate, of course every author has a message, either express or imply ideas or feelings that he wants to convey to the reader.

f. Steps for Story Writing Skills

According to Suparno and Yunus (2007: 78) the steps in writing the story is as follows:

- 1) Determine the theme or message to be conveyed.
- 2) Set target readers.
- 3) Designing the main events that will be displayed in the flowchart.
- 4) Divide the main event into beginning-development (climax) and ending sections.
- 5) Breaking down the main events into details of the events that support the story.
- 6) Arrange characters / characterizations, settings/ setting, and viewpoints.

g. Assessment of Story Writing Skills

To assess students' essay results, 3 methods or approaches are commonly used, such as (1) holistic assessment, (2) analytic assessment, and (3) priority aspect assessment (Tompkins, 1994). Each method has advantages and disadvantages. Their selection and use is determined by the purpose of the assessment.

- 1) Holistic assessment or measurement is the assessment of an essay which is based on the appearance of the text or essay as a whole (holistically), not on aspects of the essay such as content, organization, mechanical aspects and so on. The belief that it is held is that the whole does not equal the parts, on the contrary the analytical judgment holds that the whole is the same as the sum of all the parts.
- 2) Analytical assessment is carried out by scoring aspects of the composition of the essay. Each aspect of the essay has its own score with different weights. One display essay has many values or scores, a number of these values are then summed and the average value is calculated.

- 3) The priority aspect assessment is similar to a holistic assessment, in that it assigns one score to each student's essay. However, this one value only describes the quality of certain aspects of the essay that are considered the most important. Aspects referred to, for example the development of ideas, the order of information arrangement and so on (Schultz, and Laine in Latief, 1985: 64).

RESEARCH METHODS

This study uses an experimental method with a quantitative approach. McMillan and Schumacher in Emzir (2008: 5) define quantitative research as a systematic process of collecting and analyzing information (data) for various purposes.

This study used a Pre-Experiment design without a comparison group or a single group design in the presence of a pretest and posttest or so-called pretest and posttest group design. The measurement is first carried out before the experiment (O1), then given treatment (X) for a certain period of time, then the measurement is carried out a second time (O2). This design can be described as follows:

$$\boxed{O1 \quad X \quad O_2}$$

(Sugiyono, 2011: 111)

Information:

O1 = pretest value (before being given treatment)

X = treatment, in this case the use of classroom-based online learning on story writing skills.

O2 = Posttest value (after being given treatment)

The number of population members in this study were 28 students taken from grade V SD YPS Singkole, East Luwu Regency. The sampling method used in this

research is nonprobability sampling with the sampling technique used is saturated sampling. This is done because the population is relatively small, less than 30 people. The total sample size is 28 students.

The data collection techniques used in this study were observation, story writing skills tests, and documentation. The story writing skill test was carried out twice in the form of a pretest and posttest. The pretest was carried out in order to know the students' initial understanding of the teaching material for writing stories being taught and *posttest* implemented after students were the treatment. Documentation is used to collect data and support the completeness of data in research, so that the data obtained is accurate, such as data relating to the number of students, an overview of the learning process, and the conditions of the student's learning environment.

Learning is carried out for three meetings. The first meeting as a pretest. The second to third meeting as treatment (action). The third meeting served as a post test. The instrument used in this study was a writing skill test. The writing skill test serves to measure the level of individual writing skills as a result of learning.

Data analysis techniques in quantitative research are statistical analysis techniques, namely descriptive statistical analysis and inferential statistical analysis. Descriptive statistics are describing the data on the acquisition of students' story writing skills such as frequency, average value (mean), middle value (median), frequent values (mode), standard deviation (standard deviation), lowest data value (minimum), and the highest value of data (maximum). Inferential statistical analysis is intended to test the research hypothesis, before testing the hypothesis the prerequisite data test is carried out using the data normality test and hypothesis testing. Normality testing data in this study used the Shapiro-Wilk Normality Test to determine whether the data obtained were normally distributed. The data on the results of story writing skills are said to be normally distributed if the X and Y values have a significant value greater than 0.05. Then the hypothesis test is used to see the

difference in the results of the questionnaire before and after online learning using google classroom is applied as well as the significant difference from the average story writing skills, then the data is analyzed using test Wilcoxon. In this study, the Wilcoxon test was used to test the two-sample comparative hypothesis to measure the effect of Google Classroom-based learning on students' story writing skills before and after being treated. The testing criteria, namely H_0 is rejected if the Asymp.Sig. > 0.05 and H_1 is accepted if Asymp.Sig. < 0.05 .

Overview of Online Learning Based on Google Classroom Class V SD YPS Singkole Students

The online learning process based on Google Classroom for fifth grade students at SD YPS Singkole with the theme of my living place, the sub-theme of the uniqueness of my living place took place very effectively. Online learning based on Google Classroom has a positive effect on improving students' story writing skills. This is evidenced by the observations made during the online learning process that went well through Google Classroom. Based on the results of the observations made, there are still some things that have not been done on the teacher and student observation sheets with the percentage of implementation on the teacher's observation sheet of 95% which is in the very effective category. While the student observation sheet resulted up to 91.25%. This achievement has not been accomplished 100% due to various unfavorable situations and conditions. However, based on the results of these observations, it can be concluded that online learning based on Google Classroom is very effective.

An overview of the results of the fifth grade student story writing skills at SD YPS Singkole

Students' story writing skills with Google Classroom-based online learning in grade V SD YPS Singkole have increased after being given treatment. This is based on the results of the pre-test and post-test. The pre-test which was carried out on

November 19, 2020, showed that the mean value was 80.73 and the standard deviation was 5.97. Based on the frequency table, it is known that there are no students who are in the low and very low category, 16 people are in the medium category, and 12 people are in the high category. Based on the results of the descriptive analysis, it was concluded that the pre-test of students' story writing skills was in the medium category.

The results of the final test (post test) which was conducted on November 26, 2020 showed that the mean value was 86.73 and the standard deviation was 5.35. Based on the frequency table, it is known that there are no students who are in the low and very low category, 7 people are in the medium category, and 21 students are in the high category. Based on the results of the descriptive analysis, it can be concluded that the post test is in the high category.

Students' story writing skills through online learning based on Google Classroom have increased after being given treatment. This is based on before giving Google Classroom-based online learning treatment, students' story writing skills are in the medium category with an average of 80.73 until after giving Google Classroom-based online learning treatment they are in the high category with an average of 86.73.

Overview of the Influence of Google Classroom-Based Online Learning on the Story Writing Skills of Grade V Students of SD YPS Singkole

Based on hypothesis testing with inferential statistics, it shows that there is a significant influence on students' story writing skills after treatment in the form of online learning based on Google Classroom. Hypothesis testing using the Wilcoxon test with the help of the IBM Statistic Version 21 program obtained the Asymp Sig value. (2-tailed) from the Wilcoxon test results of 0,000 the value is smaller than 0.05, which means that H_0 is rejected and H_1 is accepted. Comparison of the mean pre-test and post-test, it is known that the average post-test score is greater than the pre-test score, namely $86.73 > 80.73$. It can be concluded that there is an effect of online

learning based on Google Classroom on the story writing skills of Grade V students at SD YPS Singkole.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of the research conducted, it can be concluded several things related to the questions on the problem formulation, including:

1. The description of online learning based on Google Classroom in fifth grade students of SD YPS Singkole takes place effectively with the percentage of learning implementation based on teacher and student observation sheets who are in the very effective category.
2. The description of students' story writing skills after online learning based on Google Classroom was higher than students' story writing skills before online learning based on Google Classroom was implemented.
3. There is an effect of online learning based on Google Classroom on students' story writing skills. This is because there is a significant difference between the pre-test and post-test scores of students' story writing skills after online learning based on Google Classroom is implemented. This is based on the results of hypothesis testing with the Wilcoxon test, the significance value is 0.000, this value is less than 0.05.

Suggestion

Based on the research results, the researchers suggest the following:

1. For the school to strive to improve students' writing skills by facilitating factors that can improve writing skills such as the availability of reading materials, libraries, and supporting programs such as the literacy movement.
2. For students, to be more enthusiastic in every learning process and always train themselves to foster interest in writing even though learning takes place online.

3. For other researchers, it can be used as a reference in conducting similar research and can develop this research with different variables with a wider population.

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