Utilization Of Google Workspace In Economics Learning Sman 68 Jakarta

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Abstract

This study aims to describe student engagement in post-pandemic face-to-face learning in economics lessons at SMAN 68 Jakarta. This study also aims to describe learning innovations designed by teachers by utilizing existing features in Google Workspace. Finally, this study presents recommendations for using Google Workspace for economic learning to increase student engagement. This study uses qualitative descriptive methods and research samples of economics teachers of SMAN 68 Jakarta. The method of data collection carried out is observation and interview. The data analysis method used is qualitative descriptive analysis. The results indicate no shortage of student involvement in face-to-face learning in economics lessons. Teachers have taken advantage of the features in Google Workspace but haven't made the most of them. Teachers should make more use of unused features, such as Google Sites, Jamboard, and Google Currents. The use of these applications can improve the effectiveness of material delivery, student engagement, and learning quality. This research is limited to economic learning at SMAN 68 Jakarta. However, the findings can be a guide for future researchers to explore untapped features, such as Google Sites, Jamboard, and Google Currents.

Keyword: student engagement; google workspace; economics learning; face-to-face learning

1. Introduction

Since the beginning of the 21st century, the education system in Indonesia has increasingly developed using cutting-edge strategies intended to increase the significance of learning opportunities for students to achieve meaningful learning. After the covid 19 pandemic, learning in Indonesia began to shift to face-to-face learning using the independent curriculum (Istaryaningtyas et al., 2021). Merdeka Curriculum is Indonesia's latest curriculum which is a follow-up to the 2013 curriculum improvement. The following are some of the distinctive features of Merdeka Curriculum (Fitriyani et al., 2023; Swandari and Jemani, 2023): (1) strengthening students' Pancasila profile through soft skills and character development through project-based learning; (2) focus on core content to provide sufficient time to learn basic competencies such as reading and arithmetic; and (3) flexibility for teachers to implement differentiated teaching based on student needs.

Technological developments in the modern era have created many new educational opportunities. In the Independent Curriculum, interactive and collaborative learning with the help of technology has become a key principle (Shomirzayev, 2021). This approach recognizes the evolving educational landscape, where technology plays an integral role in fostering meaningful student engagement and participation (Bond et al., 2020). The curriculum's emphasis on technology-enabled interactivity and collaboration is aligned with the need to prepare students for a rapidly changing world where digital literacy and cooperation skills are paramount. The high use of technology has great potential to improve the quality of learning (Awaluddin et al., 2021).

The utilization of technology, such as Google Workspace For Education, in Merdeka Curriculum provides various advantages for economics education. Google Workspace For Education supports the learning process by providing a collaborative and interactive platform (Gupta and Pathania, 2021; Tanjung, 2023). Tools such as Google Docs and Google Sheets allow students to work together on projects, provide real-time feedback, and easily access educational resources (Gurevych et al., 2020). In addition, Google Workspace For Education also enables flexibility and accessibility so that students can engage in economic learning from any internet-connected device. This is in line with the student-centered approach of Merdeka Curriculum, which allows students to have more control over their education. The integration of technology in economics learning also encourages critical thinking and problem solving, skills that are crucial in dealing with the complexity of the economic landscape (Rukmana et al., 2023; Tathahira, 2020).

In the learning process, especially economics, not utilizing technology will certainly have a negative impact. Student engagement and the acquisition of essential digital skills can be hindered as a result of lost opportunities for interactive and collaborative learning (Bayoumi et al., 2022). Students may lose the advantages of flexible learning, easy access to educational resources, and real-time collaboration if they do not have technology. The overall objectives of Merdeka Curriculum may be hindered, and students may be less prepared to succeed in an increasingly digital and connected world, which may lower their competitiveness in the labor market (Mustari, 2022).

In the learning process, utilizing Google Workspace for Education can create interactive and collaborative learning. Its application involves two relevant theories to assess this learning activity. One of them is the Theory of Constructivism (Susanti et al., 2021). According to this

theory, students actively increase their knowledge during the learning process, which is a positive activity (Degeng and Sudana, 1998). Students may actively participate in their education, work together, and develop their own understanding via the use of technology like Google Workspace. subsequent to Cognitive Theory. This approach focuses on pupils' conceptual understanding, information processing, and comprehension. Technology may be utilized to interact with data, graphically show information, and help students grasp the material. One example of how this is done is by using Google Sheets for data analysis (Wibowo, 2023).

Problem Statement

The curriculum in Indonesia continues to innovate, especially post-covid, Indonesia created an independent curriculum to realize student-centered learning (Hattarina et al., 2022; Priantini et al., 2022). Merdeka Curriculum seeks to build an interactive and cooperative learning environment through the use of technology (Wahyudiono, 2023). One of the main problems is that many teachers in the independent curriculum have not fully embraced and used Google Workspace for learning to its full potential. The inconsistency between the curriculum's goals for interactive and collaborative learning and the instructors' use of Google Workspace raises serious concerns about the curriculum's capacity to foster a modern and captivating learning environment. The success of Merdeka Curriculum depends on transforming traditional teaching methods into a dynamic and technologically advanced pedagogy (Mustari, 2022). Therefore, it becomes increasingly important for teachers to receive comprehensive professional development and support to become proficient with these digital tools (Fernández-Batanero et al., 2022; Yurtseven Avci et al., 2020).

This issue is further heightened when the curriculum emphasizes technology-centered and student-centered methodologies. It is critical that teachers have the necessary tools to use Google Workspace to support collaborative and interactive learning, allowing students to take an active role in their education (Kouser and Majid, 2021; Wahyudin and Ramadhan, 2023). If the knowledge gaps that exist among educators are not properly addressed, this can hinder the achievement of curriculum goals and negatively impact students' ability to thrive in an increasingly digitally connected society (Akour and Alenezi, 2022). To ensure that the curriculum successfully delivers a cutting-edge and engaging educational experience for students, it is critical to bridge the gap between educators' familiarity with Google Workspace for Education and the curriculum's vision of technology-empowered education.

Objective

This research aims to, among others:

1. Describing student engagement in post-pandemic face-to-face learning in economics lessons
2. Describe learning innovations designed by teachers by utilizing the features in Google Workspace.

Definition of Key Terms

- Student Engagement

The definition of student engagement has been studied using a variety of terms including school bonding, school connectedness, teacher support, school climate school engagement, and student involvement. These variations describe subcomponents of engagement including conceptualizations of engagement itself (PUTRI, 2019).

- Economics Learning

Economic learning is a part of of learning at school that discusses how individuals and communities behave in an effort to fulfill their needs. One of One of the objectives of learning economics is that learners understand and be able to make responsible decisions about social values in a pluralistic society society on both a national and international scale. international scale (Dewi et al., 2019).

- Face-to-Face Learning.

Face-to-face activities are learning activities in which learners, learning materials, instructors, and the environment interact. Face-to-face learning is a collection of activities meant to support the face-to-face learning process of learners, taking into consideration external events that take place in learners that can be known or expected during the face-to-face process. (Tandi and Limbong, 2021).

- Google Workspace for Education

Google Workspace For Education, formerly known as Google Suite for Education, is a set of tools and services provided by Google for collaborative purposes in an educational context. It offers a range of productivity and collaborative features along with cloud storage for educational institutions to facilitate the learning process. To utilize Google Workspace For Education, an internet connection, web browser, and various mobile devices like Android, IOS, and Windows are required (Insani and Farisi, 2020). According to (Hafid and Barnoto, 2022), Google Workspace for Education is a product offered by Google to educational institutions and schools, consisting of a suite of tools designed to enhance productivity and foster collaboration, all hosted on the Google Cloud platform. These tools include Gmail, Meet, Classroom, Drive, Docs, Slide, Form, and Sheet, provided free of charge to educational institutions, contributing to the advancement of education quality (Marlina, 2021).

- Merdeka Belajar Curriculum

Merdeka Belajar curriculum is a policy program adopted by the ministry of education and culture, research, and technology with the essence of independence of thinking owned by teachers before carrying out the learning process to their students. (Qomariyah and Maghfiroh, 2022).

2. Literature Review

2.1 Student Engagement

Student engagement in school is the quality and quantity of students' psychological states such as cognitive, emotional and behavioral reactions to the learning process, as well as academic and social activities in class or outside the classroom to achieve good learning outcomes (Ariani and Fikrie, 2019).

School engagement is a multidimensional construct that includes three components, namely behavioral, cognitive and emotional components (Fredricks et al., 2004). These three components interact dynamically within the individual (Skinner et al., 2009). Behavioral, emotional and cognitive components provide characteristics of how students act, feel and think (Wang and Peck, 2013).

The construct of student engagement in school evolved in various theoretical traditions that varied theoretical traditions, some experts explain student engagement in school to look at the relationship between contextual factors, patterns of engagement and adjustment in student

engagement, other researchers explain the role of school engagement on the dynamics of students (Fredricks et al., 2016)..

2.2 Economics Learning

Economics originated as a science together with the times and science. According to(Sukwiaty, 2007), economics is a discipline that examines how people behave both individually and in groups to try to satisfy their limitless demands while having few options. The three main components of economic learning are issue identification, problem selection for in-class instruction, and problem collection for study. As is well known, recognizing a problem is a feature of economic learning (Darari, 2017). As a result, in order to master economics, students must be able to think critically, logically, and creatively while addressing problems. Students' enthusiasm in the learning process might help them develop these talents (Fandini, 2021).

2.3 Face-to-Face Learning

Face-to-face learning is the term for a series of intentionally planned activities intended to assist students' learning in a physical classroom, taking into account outside variables that affect the sequence of events that take place inside pupils and can be known or anticipated throughout the face-to-face process. According to (Anggrawan, 2019), there are two types of face-to-face learning strategies: teacher-centered and student-centered. Students actively participate in spontaneous verbal communication in a permanent physical setting during face-to-face instruction (Tang and Chaw, 2013). This kind of instruction offers answers for learning difficulties and has a significant psychological, emotional, and absorption influence on the learning materials (Alam and Jackson, 2013). Scholars concur that in face-to-face classroom learning, meaningful and authentic interactions occur between students, as well as between students and the instructor, interactions that cannot be easily replicated in online or distance learning settings (Tang and Chaw, 2013).

2.4 Google Workspace for Education

Google Workspace for Education is a suite of applications that integrate seamlessly with school learning management systems. It offers real-time data collaboration between students and teachers, allowing for easy access on various devices. The software includes email, drive, calendar, Google Meet, documents, sheets, and Google Classroom. (Nguyen, 2023) It also supports all platforms, allowing for seamless collaboration and sharing of data. The software is free and allows for both face-to-face and online teaching and learning. It supports both traditional classroom settings and remote learning, with adjustable times for participants. Additionally, Google Workspace allows for the creation of digital learning materials, which can be accessed by students on a shared drive. Overall, Google Workspace for Education offers a flexible and efficient learning environment for educators and students alike (Hafid and Barnoto, 2022).

2.5 Merdeka Belajar Curriculum

The 2013 curriculum, which promotes freedom in the teaching and learning process, evolved into the Merdeka Belajar curriculum. Students may express themselves freely thanks

to the Merdeka Curriculum, and teachers just need to offer brief advice on the course contents. This curriculum's interpretation of "merdeka" places a strong emphasis on learning variety and autonomy (Hendri, 2020). The goal of the Merdeka Belajar Curriculum program is to revitalize education by incorporating essential elements like project-based learning, the development of soft skills, and character development that align with the needs of Pancasila learners. Additionally, the curriculum structure is meant to be flexible and materials-focused (Jojor and Sihotang, 2022). According to (Aisyah and Astuti, 2021), the Merdeka Curriculum was successfully implemented in a few pioneer schools at first, and it has since evolved to better suit Indonesian culture. The Merdeka Curriculum highlights the value of thorough knowledge and its refining through interdisciplinary and multidisciplinary approaches in keeping with the growth of an increasingly complicated existence

3. Material and Method

This study aims to describe student engagement in post-pandemic face-to-face learning in economics at SMAN 68 Jakarta. The research method used in this study is qualitative. Qualitative research is a study that examines the quality of relationships, activities, situations, or various materials (Adlini et al., 2022). The data collection method used is interviews with competent resource persons in the field of economics. The research analysis and development technique uses literature studies from various sources including google scholar, sibta, science direct, research gate and other web search paper research. The data obtained was reviewed through validity testing through expert testing, and reliability testing through data triangulation. Data triangulation is a multi-method approach taken by a researcher when the researcher collects and analyzes data (Alfansyur and Mariyani, 2020). Next, the literature was compiled to build the proposed study model. This method makes it possible to describe phenomena using descriptive words.

3.1 Design Study

The research analysis and development technique uses literature studies from various sources including google scholar, sibta, science direct, research gate and other web search paper research. The data obtained was reviewed through validity testing through expert testing, and reliability testing through data triangulation. Data triangulation is a multi-method approach taken by a researcher when the researcher collects and analyzes data (Alfansyur and Mariyani, 2020). Next, the literature was compiled to build the proposed study model. This method makes it possible to describe phenomena using descriptive words.

3.2 Data Analysis

In the data collection process, the researcher asked questions to SMAN 68 Jakarta teachers related to Google Workspace and recorded the interview in writing. The interview data was then analyzed by coding the relevant information. The results of the analysis are presented in the next chapter as a contribution to understanding the use of Google Workspace in learning.

4. Result

Research and Information Gathering was conducted at SMAN 68 Jakarta. Data collection included observations and interviews with economics teachers. The researcher's observations took the form of direct surveys during economic learning at a certain time. SMAN 68 Jakarta has implemented the Merdeka curriculum which seeks to build an interactive and cooperative learning environment through the use of technology. This is in line with (Ifinedo and Kankaanranta, 2021) that the teaching-learning environment is one of the many environments that have been positively influenced by technological developments. To create an interactive and cooperative learning environment, teachers need to be proficient in the use of technology in order to facilitate students to achieve 21st century skills by utilizing Google services, namely Google Workspace for Education.

Google offers a variety of learning services. Google workspace for Education is the latest and most popular service among users. These integrated features can improve user performance and productivity. However, there are some features that users, including teachers, can understand and use when designing learning. Google service features can be used not only as online learning features, but also face-to-face learning..

5. Discussion

Teachers at SMAN 68 were interviewed regarding their understanding of Google Workspace. The survey results revealed that most teachers, especially economics teachers, had a basic understanding of the term Google Workspace, although there were some who were previously more familiar with the term Google Suite. The majority of teachers identified Google Workspace as a group of applications that are relevant for educational purposes. The five apps most frequently used by participants were Google Classroom, Google Drive, Google Forms, Google Meet and Google Sheet, as as shown in the interviews below:

Table 1. Frequently

Participant	Applications Used	Description	Interview Excerpt
participant 1	Google Classroom, Google Drive, Google Meet	Using Google Classroom and Google Drive to store teaching materials. Google Meet is used for online classes.	"As a teacher, I definitely use Google Classroom and Google Drive to store important files. if I upload teaching materials for students in Google Classroom, it will automatically be stored in Google. one day if we want to look back at the teaching materials, we can open it through Google Drive. Although learning is now done offline, sometimes there are situations where learning must be transferred online for a while for

			some reason or I hold special classes at night and I definitely utilize google meet"
participant 2	Google Classroom, Google Drive, Google Form	Interact and collaborate with students and conduct assessments using these applications.	"I can interact and collaborate interactively, effectively and optimally with students and even fellow teachers by utilizing Google Workspace. In addition, I can conduct student assessments effectively. The applications that I often use are Google Classroom, Google Drive and Google Form. They can be used effectively and optimally."
participant 3	Google Calendar, Google Classroom, Google Drive, Google Form, Google Spreadsheet	Utilize Google Workspace with applications such as Google Calendar, Classroom, Drive, Forms, and Sheets.	"Google Wokspace for Education really makes my work easier, the conditions are smooth even though I haven't used it optimally. I often use Google Calendar, Classroom, Google Drive, Forms, and Google Sheets"

Google Workspace for Education has an impact on teachers, including being able to help facilitate work both classroom management and teacher administration as well as for personal interests. By utilizing Google Workspace for Education, teachers feel very helpful, especially in creating an interesting atmosphere in learning. Google Workspace for Education is very easy to use either through laptop devices or with mobile phones. By using a set of applications in Google Workspace for Education can make teachers continue to learn to continue to get used to and become more proficient in applying and involving the role of technology in the implementation of learning in accordance with the times.

During the researcher's observation, there was no lack of student engagement by utilizing Google Workspace in the learning process, especially in economics lessons. On the contrary, the use of this platform has helped to increase student participation in the teaching and learning process. Google Workspace provides a space for students to interact actively through features such as Google Classroom, where they can ask questions, discuss and share materials easily. Students can also access various learning resources provided by teachers through Google Drive, so they can be more independent in understanding economic concepts.

In using Google Workspace, teachers can utilize various tools such as Google Docs and Google Slides to facilitate interactive and collaborative learning. Teachers can find it easy to design and deliver learning materials. Students can work together in groups to answer questions or assignments, create presentations together, or even conduct more in-depth economic research with the help of these tools. These features can require students to actively collaborate to complete tasks as teachers can monitor in real time the activities carried out by students.

The use of Google Workspace also allows teachers to provide faster and measurable feedback to students through various evaluation features. By integrating Google Workspace into economics learning, teachers can measure students' progress, identify areas that need improvement, and adapt learning methods according to students' needs. Thus, student engagement in economic learning becomes more optimal through the utilization of this technology. This is in line with (Said, 2023) who said that the use of technology as a learning medium can increase accessibility, flexibility, learning effectiveness, increase interactivity and student involvement in learning activities.

Thus, teachers of SMAN 68 Jakarta, especially economics teachers, have been actively utilizing Google Workspace in learning. However, unfortunately, it has not been maximized. There are several features that have not been utilized, such as Google Sites, Jamboard, and Google Currents. The following is an explanation of the benefits and potential optimal use of each of these applications (WIKIPEDIA, 2006):

1. Google Sites

Google Sites is a user-friendly website builder. Teachers can use it to develop instructional websites with lesson plans, learning materials, and other useful information. Parents and students can use the website as a convenient source of information. Teachers can increase student engagement in class by giving students access to learning materials and class information (Osman et al., 2022; Silvanus and Ridwan, 2022).

2. Jamboard

With Google Jamboard, students and teachers can collaborate graphically while exchanging ideas. Teachers can use it to solve problems together, illustrate concepts and explain ideas. Students' interest in learning can be enhanced by using Jamboard, especially in subjects that require visual understanding (Stafford, 2022).

3. Google Currents

Google Currents is a tool for group collaboration and communication. Teachers can use Google Currents to create personalized groups in the classroom. It can be used for task announcements, conversations, and information exchange. Teachers can also solicit comments from students by using the poll tool. Teachers can improve and enhance interactive communication in the classroom by using Google Currents.

6. Conclusion, Implication, and Recommendation

SMAN 68 Jakarta implements Merdeka curriculum that seeks to build an interactive and cooperative learning environment through the use of technology. To create an interactive and cooperative learning environment, teachers need to be proficient in the use of technology in order to facilitate students to achieve 21st century skills by utilizing Google services, which utilize Google workspace for Education.

Teachers of SMAN 68 Jakarta, especially economics teachers, have utilized Google workspace for Education well. The applications that teachers often use are Google Classroom, Google Drive, Google Forms, Google Meet and Google Sheet. Google Workspace for Education has an impact on teachers, including being able to help facilitate the work of both classroom management or teacher administration as well as for personal interests. Google Workspace for Education is considered very easy to use by teachers through laptop devices or with mobile phones.

During the researcher's observation, there was no lack of student engagement by utilizing Google Workspace in the learning process, especially in economics. The use of this platform has helped to increase student participation in the teaching and learning process. Although the teachers at SMAN 68 Jakarta have used Google Workspace for Education well, there are some features that have not been fully utilized, such as Google Sites, Jamboard, and Google Currents.

Teachers should make more use of these unused features. This is because the use of these applications can increase the effectiveness of material delivery, student engagement, and learning quality. By maximizing Google Workspace, student engagement in the teaching and learning process can increase. The use of apps can help students understand and remember the subject matter better. Therefore, teachers should explore and utilize Google Sites, Jamboard, and Google Currents as part of their teaching strategies.

The implication of this research is limited to economic learning at SMAN 68 Jakarta. However, the findings can provide guidance for future researchers to go deeper in exploring untapped features, such as Google Sites, Jamboard, and Google Currents. The use of these features can enrich the learning experience and increase student engagement. Therefore, future researchers are also advised to deepen the understanding of the untapped features of Google Workspace and continue the research to optimize the use of this application in the learning context.

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