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Training on the Use of Google Classroom-Based E-Learning at MIS Guppi Teppo

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ABSTRACT

Learning in the digital age requires teachers to not only master the subject matter, but also be able to deliver creative, interactive, and in-depth learning based on digital technology. To address these issues and challenges, the author provides a solution in the form of e-learning training activities, namely training in the use of Google Classroom. The purpose of this activity is to improve teachers' digital competence in designing and implementing digital-based learning. There were 12 participants, consisting of teachers and the principal of MIS Guppi Teppo, Banggae District, Majene Regency. The implementation methods included material delivery, demonstrations, hands-on practice, mentoring, and activity evaluation. The training results showed that this activity made a significant contribution to improving teachers' understanding and competence in utilizing digital media to support digitization in education. This was evident from the participants' pretest and post-test results, which showed an increase from 63.1 to 81.8.

Keywords: E-learning, Google Classrooms, Training

ABSTRAK

Belajar di era digital menuntut guru tidak hanya menguasai materi pelajaran, tetapi juga mampu menyajikan pembelajaran yang kreatif, interaktif, dan mendalam berbasis teknologi digital. Untuk mengatasi masalah dan tantangan tersebut, penulis menawarkan solusi berupa kegiatan pelatihan e-learning, yaitu pelatihan penggunaan Google Classroom. Tujuan kegiatan ini adalah untuk meningkatkan kompetensi digital guru dalam merancang dan melaksanakan pembelajaran berbasis digital. Ada 12 peserta, yang terdiri dari guru dan kepala sekolah MIS Guppi Teppo, Kecamatan Banggae, Kabupaten Majene. Metode pelaksanaannya meliputi penyampaian materi, demonstrasi, praktik langsung, pendampingan, dan evaluasi kegiatan. Hasil pelatihan menunjukkan bahwa kegiatan ini memberikan kontribusi yang signifikan dalam meningkatkan pemahaman dan kompetensi guru dalam memanfaatkan media digital untuk mendukung digitalisasi di bidang pendidikan. Hal ini terlihat dari hasil pretest dan posttest peserta, yang menunjukkan peningkatan dari 63,1 menjadi 81,8.

Kata Kunci : Pelatihan, Pembelajaran daring, Google Classroom

INTRODUCTION

The development of information and communication technology (ICT) has brought about significant changes in several sectors, including education, particularly at the elementary school level (Kristina, U & Tutik, Y, 2023). Learning in the digital age requires teachers to not only master the subject matter, but also be able to deliver lessons in a creative, interactive, and in-depth manner (N Evy , 2025). One way to utilize this technology is through the use of e-learning as a learning medium that can support the learning process of students, whether online, offline, or through blended learning.

Choosing the right learning strategy can optimize the learning process in the classroom (E.D.Haq & A.Prastowo, 2018). This is one of the important indicators for achieving learning objectives. In line with technological advances, teachers are required to continue to innovate in the development of learning media. Teachers need to facilitate their students so that they can learn easily, interestingly, and enjoyably despite the limitations of inadequate school facilities and infrastructure in the learning process (Haq, 2023).

In practice, the use of e-learning as a learning medium in elementary schools still faces various challenges. Teachers in elementary schools generally still experience limitations in their mastery of learning technology, particularly in designing and managing systematic and engaging e-learning media (Amaliah,R, 2023). Digital learning often only utilizes instant messaging applications or simple assignment submissions, without the support of structured and interactive learning media. This is also experienced by several teachers at MIS Guppi Teppo in Majene City. Based on observations conducted by Evy Segarawati Ampry (2025), it was found that the majority of teachers demonstrated low to moderate digital skills. This is particularly evident in the aspects of creating visual materials and developing interactive learning. This is reinforced by initial interviews conducted with several teachers at the school, who stated that most teachers still lack the ability to utilize digital media in creating and developing learning tools (Arsyad, A, 2022).

To address these issues and challenges, the author provides a solution in the form of e-learning training activities, namely training on the use of Google Classroom (Ilyas et al, 2025). Google Classroom is an e-learning platform that is

easy to use, free, and integrated with various other Google services (Kasma et al, 2022). This platform allows teachers to create learning pages independently without requiring programming skills. In addition, the simple and visual appearance of Google Classroom is very suitable for elementary school students who need learning media that is interesting and easy to understand.

Learning using Google Classroom provides benefits for students and teachers. The benefits of Google Classroom are as follows: (1) it can make the learning atmosphere more interactive and enjoyable; (2) it can provide learning materials that can be downloaded so that students can learn from these materials anywhere and anytime; (3) it can provide materials from the beginning to the end of the meeting, and students can reread the materials provided by the teacher because the materials do not automatically disappear. (4) Students can upload assignments that have been given, and there is a separate place for assignments (Rosiyana, 2021).

The results of previous community service activities carried out by (Fujiawan et al, 2023) show that teachers are more creative in presenting learning materials by utilizing the Google Classroom digital platform, which has an impact on increasing students' interest in understanding the lessons delivered by teachers. Furthermore, based on the results of the evaluation of community service conducted by (Suharto, 2021). it shows that the use of the Google Classroom platform makes the learning process more effective because it creates a more interactive and enjoyable classroom atmosphere (Setiyarini, 2024).

Based on this description, training in the use of Google Classroom-based e-learning in elementary schools is of high urgency (Haq & Adiningsih, 2026). This training is expected to improve teachers' digital competence in designing and implementing digital-based learning. In addition, through this training, teachers can develop learning media that is interesting and suits the characteristics of elementary school students, thereby supporting the improvement of innovative learning quality in line with the demands of learning in the 21st century.

METHODS

The Community Service Activity was held at MIS Guppi Teppo, Banggae District, Majene Regency, West Sulawesi Province, in November 2025. The

activity was divided into several stages, beginning with preparation and coordination with the school in October 2025, followed by intensive training and mentoring in November 2025, and concluding with monitoring, evaluation, and reporting of results at the end of November 2025.

The partners in this activity are all 12 classroom teachers at MIS Guppi Teppo, including the principal as the internal policy maker. These partners were selected based on the existence of an MoU or cooperation agreement between the PGMI STAIN Majene study program and direct communication with the school, which expressed the need for mentoring and training for teachers in implementing the Merdeka curriculum at the school.

The implementation method consists of several stages, namely: (1) Providing theoretical material related to Google Classroom, including an introduction to its functions, icons, and various features. (2) After the material is delivered, the next step is to demonstrate how to use Google Classroom, starting from the steps to create a Google Classroom, setting the display and page structure, and integrating Google Classroom with Google Drive, Google Forms, and YouTube. (3) The next activity is hands-on practice, where each participant, in this case the teachers, practices creating their own Google Classroom, exploring the learning pages (homepage, materials, assignments, evaluations) and practicing how to upload and manage the learning materials on their respective pages. (4) Assistance, this activity is carried out to ensure that participants are able to independently implement the results of the training. (5) Monitoring and evaluation are conducted to measure the success rate of the community service activity. This activity is carried out by distributing questionnaires to participants in the form of pre-tests and post-tests (E.D.Haq & S.Adiningsih, 2026). Pre-tests and post-tests are given to training participants to determine their initial and final abilities after participating in the training activity (Ismail et al, 2023).

RESULT AND DISCUSSION

This community service activity took the form of Google Classroom-based e-learning training involving teachers at MIS Guppi Teppo, Majene, West Sulawesi

as training participants. The results of the Google Classroom training for teachers are as follows:

1. Increased teacher skills in using computers, both laptops and Chromebooks, to support the digitization of education.
2. Increased knowledge and understanding among teachers regarding the use of Google Classroom-based e-learning to support learning activities at school.
3. Increased skills among teachers in utilizing Google Classroom-based e-learning as a learning medium and as an alternative in choosing the right learning medium that suits the characteristics of students and learning materials.
4. This training activity inspires teachers to develop creative and innovative digital-based learning media.

Figure 1. Presentation of material and demonstration

In the initial stage, the resource persons delivered detailed material and demonstrations on Google Classroom-based e-learning to provide a basic understanding of Google Classroom, introduce its features, and explain how to use them to participants (Mulyani et al, 2022). Based on this initial stage, it was found that most teachers had never used Google Classroom as a digital learning medium and still relied on instant messaging applications such as WhatsApp or existing learning platforms.

Figure 2. Hands-on practice by teachers/training participants

In the second stage, training participants conducted hands-on practice/trials to create Google Classroom-based learning media. All participants enthusiastically followed the training series and actively participated in the hands-on sessions. The activities carried out included creating Google accounts (if they did not already have one), accessing Google Classroom, and exploring the templates available on the Google Classroom page. Teachers were also trained to create effective Google Classroom designs to support learning with attractive and easily accessible displays for students. Patappa et al (2025) These practical sessions helped teachers to build Google Classroom according to their individual needs. The following is an example of a Google Classroom created by a training participant for science learning at the elementary school level.

Figure 3. Examples of Google Classrooms created by participants

At this stage, participants designed and developed attractive and functional learning Google Classroom. Activities carried out in developing in Google Classrooms included adding pages (Home, Materials, Discussion, Assignments, and Evaluation), inserting Google Docs, Google Forms, and YouTube, and adding links to Google Classrooms. In addition, participants are also taught how to publish strategies so that the Google Classrooms they create can be used sustainably and provide benefits to support learning activities. To determine the effectiveness of the activities, the implementation team conducts evaluations through pre-tests, post-tests, and participant satisfaction questionnaires to evaluate the activities that have been carried out.

Table 1. Pre-test and post-test results of participants' understanding

No	Aspect	Pretest Average	Posttest Average
1	E-learning concept	62,3	80,1
2	E-learning structure	60,2	83,5
3	Google Classrooms functions	65,6	82,5
4	Learning media integrationpembelajaran	64,3	81,3
	Overall average	63,1	81,8

Based on Table 1, it can be seen that teachers' understanding of the use of Google Classroom-based e-learning is increasing. This shows that the training provided is effective and can improve understanding of Google Classroom-based e-learning. The average pretest score was in the moderate category, indicating that before the training, most teachers still had limited understanding of e-learning, especially Google Classrooms. This illustrates that the use of technology for learning is still not optimal and has not been fully integrated. After the training, the average post-test score increased significantly, indicating that the training activities were able to improve teachers' conceptual understanding of the use of Google Classroom-based e-learning. In this training, teachers not only understood the basic concepts of e-learning but were also trained to directly apply them in designing and developing Google Classroom-based learning websites.

The pretest-post-test results also show that a training approach that combines material delivery with hands-on practice is effective in improving the competence of training participants. Through hands-on practice, training participants gain a more meaningful learning experience, making it easier for them to understand the material presented by the resource persons. This is in line with the principles of adult learning, which emphasize relevance, experience, and active participant involvement. Thus, the difference between the pretest and posttest results proves that Google Classroom-based e-learning training contributes significantly to improving teachers' digital competencies to support learning transformation in the current digital era (Suharsono, 2021).

In implementing this training activity, there were several supporting and inhibiting factors (Haq & Adiningsih, 2026). The supporting factors were the high demand, motivation, and enthusiasm of the participants in attending the training activity, which made the activity run enthusiastically and created a conducive and

pleasant atmosphere. Meanwhile, the inhibiting factors were the limited time for the activity and the limited internet network at the school, which resulted in the participants not being able to practice optimally.

CONCLUSION

The results of the community service activity “Google Classroom-based e-learning training” contributed significantly to improving teachers' understanding and competence in utilizing digital media to support digitization in education. The pretest-post-test results showed an increase in teachers' understanding of the concept of e-learning and the use of Google Classrooms as an alternative learning medium. In addition, teachers were also able to develop structured independent e-learning products and integrate various digital learning media as well as compile online learning evaluations. Based on this, it can be concluded that Google Classrooms is easy to use and relevant to current learning needs. Thus, this training not only increased teachers' knowledge but also supported the implementation of sustainable digital learning as an effort to improve the quality of learning in schools.

The recommendation from us is that there should be continuous advanced training activities to produce participants who are more skilled in creating e-learning to support learning activities in schools. In addition, all stakeholders in the field of education should play an active role in realizing positive activities that support the realization of good learning quality.

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