Maintaining the Effectiveness of Online Teaching and Learning In Elementary Schools in Blahkiuh Village through the Integration of *Tat Tvam ASI* in Google Classroom

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Abstract:

This pandemic has forced teachers of elementary school to hold teaching and learning activities from home. Students and parents are also forced to be familiar with online teaching, and students should keep learning the material delivered by the teacher through teaching and learning platform. In this case, teachers should pay attention to the platform they used in order to keep students' motivation and achievement in learning, and to maintain the effectiveness of online teaching and learning. The most common platform used by elementary teachers in teaching is Google Classroom. This platform is considered to be easy to use both by teachers and students. This research was aimed at finding out the effectiveness of the use of Tat Twam Asi Based Google Classroom in elementary schools in Blahkiuh Village. The research method used in this research was qualitative method. The data was collected through interview session with Elementary schools' teachers and students in Blahkiuh Village. The research finding showed that integrating the concept of Tat Twam Asi in Google Classroom was effective with various limitation: the message recipients, contents, communication media, format, source, and timing.

Introduction

Science and technology develop rapidly. Educational activities are inseparable from technological practices. Today, in this pandemic, technology in educational activities is really needed to support teaching and learning that should be held from distance. The online media which can enable teachers deliver material to the students, and at the same time can help students comprehend learning material without making them losing their learning motivation. Online media becomes a tool for information and can be used as a learning resource (Evans, 2014). However, online teaching media is not the only factor that affects the effectiveness of online teaching and learning process. It should be integrated with concept which can add value to students' character.

Google Classroom is an internet-based service provided by Google as an e-learning system (Martínez-Monés et al., 2017). The design of Google Classroom help teacher create and administer learning material and task to students online. It was also enabled teacher scheduled their task to be posted in a certain time. Students can also download material and submit their assignment. The technology support both teacher and student. However, problems occur when teacher cannot fully control students learning behavior. Teacher needs to integrate this online teaching media with humanity concept in order to be able to add value to students' character.

Humanity concept which was effectively integrated with Google Classroom to add value to students' character was *Tat Tvam Asi*. It is Hinduism humanity concept in creating peaceful social life. Tat Tvam Asi comes from Sanskrit which has three syllables, namely Tat, Tvam, and Asi. Tat means That, Tvam means You, and Asi means Art. Then Tat Tvam Asi means "thou art that", or that is you (Nath, 1998). The definition about Tat Tvam Asi as terminology that You were Me, What I am, so You, so I (Suhardana, 2010).

This Humanity concept, Tat Tvam ASI, was important to be integrated with Google Classroom, since through this concept

Literature review
The Effectiveness of Communication

According to Hardjana (2003), communication effectiveness is measured by several components including receiver / user (receiver), the message content (content), communication media (media), the message format (format), the source of the message (source), and appropriateness (timing).

1. Recipient / user (Receiver)
A receiver / user of the message is said to be effective if the recipient of the message is someone who is expected to receive the message. If the recipient of the message is in accordance with the intended recipient, it needs to measure the quantity of information to find out how the recipient uses the media to meet the need for information.

2. Message content (Content)
The properties of content or information that is expected from a media that conveys messages / information effectively include (a) Contents of the message must be accurate and prudent, starting from the accuracy of the spelling of the name, number, date and age, information and facts encountered. Not only that, accuracy also means the right to give a general impression, correct in view of the news achieved by the presentation of the details of the facts and by the pressure exerted on facts. (b) Contents of the message must be full, fair and balanced. What is meant by fairness and balanced is that a maker should provide information about what is really going on. Fair and impartial element in a message / information may be just as difficult to achieve as well as accuracy in presenting the facts. (c) Contents of the message must be objective. Message / Information objective refer to the message / information created which reflect reality, not biased, and free from prejudice. This objective includes the obligation of a communicator in conveying information about an event as a whole, not cut into pieces by a subjective tendency. (d) Contents of the message should be concise and clear. Its presentation must be simple. In short, the content must be concise, clear and simple. The message should not use a lot of words and must be direct and coherent.

3. Communication media
Selection of channel or media is very important in planning the message centered on the receiver. If the media has a high credibility factor, then the media is able to disseminate information quickly, easily used or accessed, and also it displays additional features of information to the recipient of the information

4. Message format
The properties of the format of the effective message/information are as follows: (a) It should be short and simple. Short format refers directly to the subject matter (to the point) and is not wordy, while simple means that it always gives priority to the selection of a word or phrase having most known and heterogeneous meaning in terms of the level of intellectual and demographic characteristics and its psychographics. (b) It should be clear and easy to grasp the point. It also has clear meaning and objectives. (c) It is able to generate interest and capture the attention of the recipients, triggering their willingness to read.

5. Source/information
The credibility of the source is essential to know whether the information presented is high quality or not credible. The credibility of a source of information is a level which describes the extent to which these resources can be trusted by the recipients.

6. Timing
The first thing that must be considered while using a social media is the target audience. The diversity of the audience can be described as two sides of a coin. On the one hand it can be a positive thing for targeting wider market opportunities, but on the other hand if it fails to target the right type of audience, it is quite likely the information will end up in vain. Also, the target audience are active only during certain times. That is it is always important to know the right time to post anything or any information on social media.

Research method:
Data collection is an important step in scientific research. The method used in this research is descriptive qualitative through interview sessions with teachers and students from SDN… Blahkiuh and SDN… Blahkiuh. The data were collected through in-depth interview phase to investigate the effectiveness of Google Classroom in the learning process. Furthermore, the obtained data were analyzed to describe the information collected so that the information can be

understood not only by the researchers but also by those who seek the results of this research. Data analysis was conducted after the interviews were completed and the researchers analyzed the data thematically to explain the findings in accordance to the framework,

Findings and Discussion

From this research, we can put forward some important points that will be formulated from data obtained, both advantages and limitations as the important points in this discussion.

The Effectiveness of Google Classroom Learning

In order to measure the effectiveness of the utilization of Google Classroom, the researchers used previous theories about the effectiveness of the communication presented by Hardjana (2003) among others: the message recipients, contents, communication media, format, source, and timing.

1. Effectiveness of Message Recipients

Based on the interview responses from the students, the effectiveness of the message recipients of the online classes following the Google Classroom can be analyzed. It has been found that the message recipient is in line with the intended recipients. This means that when the teachers want to a post material or provide a task, they post it directly on the accounts of students who are bound by the learning process so that the students could immediately see the teacher's posts as a conduit of information.

2. Effectiveness of Content

Based on the interview responses from the students, the content of the message / information delivered by the teachers in Google Classroom has been found to be quite complete but this information still required more explanation from the teachers, especially the statistics module. So that when the students do not understand the material posted, they immediately commented and asked each other.

3. Effectiveness of Communication Media

Google Classroom learning communication is effectively used by teachers in SDN…
However, there are some technical constraints caused due to several issues like some students who do not have a Smartphone. Wi-Fi availability in their house is still limited. There are also students do not have an ideal data plan for

attending online discussions and even some students submit their assignments using friends' account.

4. Effectiveness of Message Format

The level of effectiveness of online classes on the message format indicator shows that the format of the message that is the teacher materials matches to the students as recipients of the message. However, the materials posted must fully meet the needs of students effectively in addition to taking on Google Classroom materials; they are also looking for material in the libraries or other sources. However, not all students can understand the material posted, they need further explanation from the teacher.

5. Effectiveness of Source

Based on the interview responses from the students, the effectiveness of the source of the message presented explain that the teachers who use Google Classroom for posting the material always post only PDF materials in the form of exercise. Then it can be concluded that the source of the message has a clarity that can be accounted for truth.

6. Effectiveness of Timing

The level of effectiveness of Google Classroom on punctuality indicators indicate that the level is quite effective because teachers do not have a time limit for posting material on Google Classroom. However, the students may sometimes submit their work assignments too late beyond the time specified by the teachers due to lack of time or too much work on their parents. In such cases, the teachers will provide scores/grades to students who are late.

Conclusion:

In conclusion, the use of this application is effective. However, there are some technical constraints caused by several things including the students of any study group not able to access the account provided by the lecturers. In addition, there are also students who have limited access to smartphones. Besides, Wifi availability on campus is still limited. There are also students who do not have a suitable data plan for taking part in online discussions and some students even submit their assignments from their friend's account.

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