Implementation of Google Classroom on Constructivistic-Based Local Content Learning "Toraja Tallulolona Culture" at Makale 1 Christian Elementary School, Tana Toraja Regency

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Abstract

Local content learning in primary schools is very important. However, conditions during the COVID-19 pandemic require learning to be carried out from home on a network. The purpose of this study is to describe the google classroom model in learning local content of Toraja Tallulolona culture in constructivist-based elementary schools. Instruments in this study are local content textbook Tallulolona Culture in soft file form and the Gmail account of elementary school students. Data were obtained by (1) carrying out learning, (2) observing the implementation of local content learning for Toraja Tallulolona Culture with the application of google classroom, (3) conducting FGD. The data analysis was carried out qualitatively (1) identifying the learning components in the google classroom, (2) discussing the components of the google classroom learning (3) identifying the google classroom learning model in learning local content of Toraja Tallu lolona culture, (4) explaining the local content google classroom learning model Toraja Tallulona culture is based on Constructivist. The result of this study is google classroom learning application in Makale 1 Christian Elementary School can be done well. Learning through google classroom, students can master the teaching material.

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INTRODUCTION

Every region in Indonesia has a local culture. This local culture always has wisdom that can strengthen a nation. Cultural elements must be explored, studied, and revitalized, because their essence contains local wisdom, and becomes the basis of national identity in facing the challenges of globalization (Ida Bagus Brata, 2016). Furthermore, Rasyid Yunus (2014) stated that every Regions have customs and habits that are used as a means to hone character. The character of Indonesian citizens, both private and public, can be built because the Indonesian nation has a variety of noble cultural values. But not all people can take this value, let alone to preserve it. In response to this, educational institutions in Indonesia have provided opportunities for schools to carry out local content learning. The local culture of each region in Indonesia can be preserved through local content learning. Cultural development and preservation is very strategic through local content learning (Hastuti Diah Ikawati & Zul Anwar, 2021). Local content learning is carried out

with the aim of developing various skills possessed by students through regional potential such as culture, language, and customs. In order to support national development, citizens must have attitudes or behaviors that are in line with the values or rules that apply in their area, and preserve and develop the noble values of local culture (Ketut Angraini Urges, 2020).

Toraja as one of the regions in Indonesia also has a variety of local cultures that ensure the harmony of living creatures. Toraja culture nowadays has almost been forgotten because of technological advances that are much more rapid. The young generation of Toraja is expected to maintain and preserve its culture in order to create a strong nation state. Hilgardis M.I. Nahak (2021) suggests that every layer of society must maintain local culture, especially the role of the younger generation is highly expected to continue inheriting local culture, which will be a strength for the existence of local culture itself, even though it is hit by globalization. Without realizing it, Toraja is a tourism destination that should preserve the existence of its unique culture. It needs to be preserved by teaching it to students in elementary schools. Therefore, this culture needs to be taught in educational institutions from an early age. In the elementary school curriculum in Toraja, a place for teaching local content has been provided. In addition, textbooks on Tallulolona Culture are available, which have been published, but are difficult to use face-to-face due to conditions that do not allow face-to-face meetings.

During the pandemic of COVID-19, face-to-face learning cannot be carried out because all parties must play a role in deciding the COVID-19 outbreak, even though learning must continue. Thus, learning must be carried out with an online learning system. Students must always follow online learning, complete the tasks given in online learning. Parents also have to play a role because parents have to re-explain what has been explained by the teacher in learning. However, there are many obstacles faced in Implementing online learning, especially for elementary schools. Therefore, an effective online learning model for elementary schools needs to be designed, so that local content learning continues. One alternative to online learning is to use Google Classroom for elementary school students. Learning uses technology as a learning medium, and applies more interesting learning methods or model through it (Mariana Jediut, Eliterius Sennen, Carolina Vebri Amelia, 2021).

Toraja Culture Local Content

Toraja culture is part of the cultures found in Indonesia. There are many unique features of Toraja culture, which are not found in other regions in Indonesia. This culture is related to beliefs of Toraja ancestors before the entry of the Bible into Toraja. Especially in activities related to joy and sorrow. Activities related to joy, for example at *pare* (rice) events. There are certain events that are carried out starting from planting rice to storing it in the barn. Another joyous event is the birth of a human, there are rites that must be performed from the time a human is born until a human dies. Another joyous event is the dedication of the *Tongkonan* house (traditional house). While the culture of mourning is the process of performing a number of rites, from the time someone dies until the funeral must be in accordance with the strata. Because in the human strata of Toraja there are four levels of strata, *tana' bulaan* (high nobility), *tana' bassi* (middle nobility), *tana' karurung* (mixed), *tana' kua-kua* (lowest strata). In mourning rites, it often becomes something that is difficult to do, but it is still carried out because it remains the pride of the Toraja people. Such culture is unique and cannot be found in other societies in Indonesia. Roosmala &

Kodiran (2009) stated that in conditions of grief, relatives bring material and this is what Torajans call a 'cultural debt' because it is passed on from generation to generation. Toraja can be known to foreign countries because it has this unique culture. This culture is not found anywhere in Indonesia. This is what causes Toraja to become the second tourism destinations after Bali. The ability to understand the value of customs cannot just be known, but needs to be taught in schools as part of the school curriculum. Subjects related to local conditions in schools are called local content lessons. Local content is a subject whose material concerns local cultures. This local culture needs to be taught from an early age so that it is firmly embedded in students about the local culture. Local content in schools provides an introduction to various characteristics of certain regions, ranging from skills, crafts, to the manifestation of regional culture in students.

Therefore, the main objectives of implementing local content include: (1) familiarizing students with cultural and environmental values, (2) developing functional skills that can support life, (3) growing student awareness of environmental problems (Suyitno, 1999). :17).

Local content lessons are education that is not centered. This means that the implementation of education is more relevant to the conditions and needs of the area concerned. Local content aims to provide students with knowledge, skills, attitude formation, and behavior, so that they have broad and steady insights about environmental conditions and community needs (Agam Supryanta, 2021). Thus local content can support the quality of national education. Therefore, each educational unit must develop Competency Standards and Basic Competencies for each local content held. Thus, each Education Unit can organize one local content each semester.

Learners

Understanding learners can be defined as follows "All people, both young and old, if they attend an education, whether informal, formal, or non-formal, are categorized as students." The definition of learners or students according to the general provisions of the Republic of Indonesia Law no. 20 of 2003 concerning the National Education System are community members who seek to develop their potential through a learning process that is available at certain paths, levels, and types of education (Republic of Indonesia, Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers & Law No. Republic of Indonesia No. 20 of 2003 concerning the National Education System, (Bandung: Permana, 2006), p. 65.). Community members who try to develop themselves through the learning process on the educational path, at the level of education and certain types of education.

Furthermore, the use of the term "learner" can be equated with the terms "student" or "pupil"? Of course not. Learners are more general, namely all individuals, both young and old, who want to improve their knowledge and skills in a level of education. Meanwhile, pupils are individuals who are less than or equal to 12 years old. In short, it can be said that individuals who follow education at the elementary school level. And students are individuals who improve their education and skills after completing the elementary school level.

Constructivistic Approach

Constructivistic approach in learning is an approach that emphasizes the formation of knowledge by students (learners), after obtaining some information. Students or learners actively construct their knowledge after they get information

from their teacher. The teacher only provides information, students compile or form their own knowledge. That is why the constructivist approach must be student-centered which focuses on students. A learning approach that emphasizes the importance of forming knowledge process by students actively, creatively, and productively based on previous knowledge is the principle of Constructivistic approach. The goal is that learning is not just memorizing formulas but needs activities to build knowledge and understanding through activities carried out by students themselves (Rahmi Fitri, 2017).

Constructivistic is a theory about knowledge and learning; Knowledge and learning describe two things, what knowledge is, and how knowledge come. Constructivistic theory is part of cognitive theory which was introduced by Jean Piaget decades ago. The constructivistic approach is a development of the cognitivism approach. Alfi Yunita, Anny Sovia, Hamdunah (2020), stated that Jean Piaget was a cognitive development expert from Switzerland born in 1896. Piaget, who is known as the first constructivist (Dahar, 1989: 159) emphasized that the acquisition of intellectual skills is related to the process of finding a balance between what is felt and known on the one hand and what is seen by a new phenomenon as an experience or problem. To obtain balance or equilibration, a person must adapt to his environment. The adaptation process has two forms and occurs simultaneously, assimilation and accommodation. Furthermore, the constructivism approach refers to the 2013 curriculum. In the 2013 curriculum, it is known as the scientific approach which is actually an implementation of constructivism learning theory. Constructivism is an approach that emphasizes the importance of student involvement in the learning process, as well as the importance of prior knowledge to help understand concepts in the learning process (Alfi Yunita, Anny Sovia, Hamdunah, 2020)

Based on this statement, constructivist emphasizes three aspects. First, adaptation instead of representation. The concept of adaptation comes from biology which is the relationship between living organisms and their environment. Constructivism experts assume that learning is the meaning of events or experiences experienced by individuals. Therefore, education must be viewed as a process of continuous reconstruction of experience (Ndaru Kukuh Masgumelar, Pinton Setia Mustafa, 2021).

Second, in constructivism, it is very important to understand the environment, especially in designing learning. Third aspect in constructivism is the construction of meaning. Constructivism is more oriented to the formation of meaning, if this is associated with learning, then the most important thing in the learning process is how to transfer meaning to students.

The strategy proposed by Gagne is better known as "learning events", is a sequence in regulating external conditions so that the information given to the learner can be received and digested properly. The information can be received through all the senses that function properly. This strategy applies in general, both in mass learning situations (in large numbers of students, or in small numbers). Robert M. Gagne is a psychologist who has done a lot of research on the systematics of learning types, systematics of learning outcomes, and learning hierarchies. Gagne argues that learning is influenced by growth, and the environment. He suggests "nine (9) events of instruction" are sequential stages in the learning process

(Destika Tarihoram, Mhd H. Nau Ritonga, Roslian Lubis, 2021). Furthermore, Gagne suggests 9 instructional experiences in learning. (1) Attract attention, (2) Inform students about learning objectives. (3) Recall what has been learned. (4) Provide subject matter. (5) Provide study guidance, (6) Do the opportunity. (7) Provide feedback on whether the actions taken were correct or not. (8) Provide learning outcomes. (9) Enhance retention and transfer.

According to Gagne, these events include eight (8) steps that are often called instructional events: (a) activating motivation, (b) instructional information, (c) directing motivation. (d) stimulating recall. (e) providing learning guidance. (f) enhancing retention. (g) helping transfer of leaning. (h) eliciting performance/providing feedback (Destika Tarihoram, Mhd H. Nau Ritonga, Roslian Lubis, 2021).

Furthermore, on a macro level, Reigeluth suggests that learning strategies cover five areas of learning activity coverage, namely (1) planning (design), (2) development (development), (3) implementation, (4) management, and assessment (evaluation).

Online Learning

Learning is an activity or action taken by someone to someone, so that learning occurs within the individual. In short, it can be said that learning is a way or method used to teach someone. In short, learning is the process of learning people. The process of interaction between students and educators and learning resources in a learning environment is learning. Learning is assistance provided by educators so that the process of acquiring knowledge, mastering skills and character, and forming attitudes and beliefs in students can occur. In other words, learning is a process to help students learn well. (Ahdar Jamaluddin and Wardana, 2019)

Figure 1. Position of Model in Learning (Tatik Suryani, & Endang Mastuti Rahayu, 2018 PKT Module 04)

Circular of the Minister of Education and Culture No. 4 of 2020 recommends that all activities in educational institutions must maintain distance and all material submissions will be delivered at their respective homes. Each institution is expected to provide innovation so that learning can continue. The implementation of the education system underwent a transformation that was entirely 'forced' to take place online or in a network. Online learning is an option during the COVID-19 pandemic. Education which has been taking place face-to-face in the interaction of educators, students and education staff, must now turn into virtual interaction learning. This condition has positive and negative effects. The new learning method to provide virtual conducive classroom conditions is a factor that makes online learning not yet effectively implemented. This is the reason they prefer face-to-face learning to be applied again when the COVID-19 pandemic ends. (Adriana Damayanti, 2020).

The positive effect is that with online learning, educators must be familiar with Information Technology, which previously some educators did not care about information technology in terms of carrying out learning. But on the other hand, online learning brings 'boredom' to students. They are bored because all tasks become homework. In addition, they also cannot interact directly with friends at school. This condition brings problems for educational institutions because of the lack of readiness of facilities and infrastructure. Ni Nyoman Serma Adi (2021) Online learning is an educational innovation that involves information technology in learning. Online learning can be held through a web network with an unlimited number of participants using various technological media. Online learning can create effective and comfortable learning for students in the midst of the COVID-19 pandemic. In addition, online learning aims to meet educational standards through the use of information technology so that students and teachers are interconnected. Through the use of technology, the teaching and learning process can still be carried out properly.

Constructivistic-based online learning can overcome the confusion of learning methods that teachers and parents should use. Yuni Budyastuti and Endang Fauziah, (2021) The application of constructivism theory in online learning showed a very good interactive process between teachers and students of SMP Negeri 1 Pabelan. The application of Constructivism theory in online learning, in addition to using the 5M learning media and model in this study, is expected to be able to make students more active and teachers as facilitators to be more innovative, so that educational goals can be achieved optimally even in the midst of the Covid-19 pandemic.

Problems faced by parents, teachers, students. Constraints experienced in learning. As well as providing an overview of the learning solutions offered so that the learning outcomes reach the standards that have been set nationally. Online learning with a constructivist approach adheres to the principle that knowledge is not transferred from the head of the teacher to the head of the students, but the students themselves who construct / shape their knowledge through learning experiences. Zikry Septoyadi, Vita Lastriana Candrawati, Muhammad Mahyadin, (2021) The application of online learning in Padukuhan Mlangi Sawahan did not increase students' learning activity, students did not like online learning, because students were not active, students depended a lot on their parents. Students prefer direct learning in class, because online learning is boring. Then the impact on

parents and children is that students are limited in their thinking space, which makes students unable to exchange opinions with other students and cannot directly ask the teacher. Online learning is not familiar with the use of technology causing confusion with its use among students and parents.

Lessons learned during the Covid-19 Pandemic

Learning during a pandemic must continue. Therefore, this condition must be utilized by changing thinking patterns, patterns of scientific interaction to maximize productivity that is more meaningful. Every related element in education must be able to adapt to changes to realize comprehensive learning success.

Appropriate learning methods offered during the pandemic: Project Based Learning whose main purpose is to provide training to students to be more able to collaborate, cooperate and empathize with fellow students. Made Wena (in Lestari, 2015: 14) states that the Project Based Learning model is a learning model that provide opportunities for educators to manage classroom learning by involving project work. Project work is a form of work that contains complex tasks based on very challenging questions and problems and guides students to design, solve problems, make decisions, carry out investigative activities, and provide opportunities for students to work independently. The project-based learning approach (PjBL) creates a "constructivist" learning environment where students build their own knowledge and educators become facilitators (Goodman and Stivers, 2010).

Online method: this method can be used by students to make good use of the facilities at home. Carry out all learning activities through the online system. Online learning has previously been implemented in several educational institutions, but not as the main learning method. Online learning is carried out as a support in helping the existing conventional learning activities run. The rapid increase in the spread of Covid-19 at this time has caused online learning to become the main focus so that learning activities can continue to be carried out, as well as replacing all face-to-face learning schemes into online learning (Dewi Nadiroh & Hendrik, 2021).

Offline method: done face-to-face outside the network. Students will be taught in shifts (shift model) to avoid crowds. This model is used to fulfill curriculum simplification during a pandemic emergency. This method is designed to get around the curriculum so that it is not complicated when it is delivered to students. This model is considered good enough for those who lack the supporting facilities and infrastructure for the online system. Malyana (2020:71) suggests that offline learning can be done by learning through books or face-to-face meetings. Through offline learning, students can collect assignments in the form of homework or LKPD and other tasks (Fadhlin Ade Candra, 2021)

Home visit method: This method is done by way of the teacher visiting student's home at a certain time. It is directed at students who lack the opportunity to get a comprehensive set of technologies. It is hoped that the material given to students can be delivered well. Home visits are carried out in order to establish cooperation with parents of students to analyze the conditions of learning in students, learning difficulties in students. This aims to make it easier for teachers to get information on student activities while at home and to solve difficulties for students and parents related to learning. Parents of

students get information about the level of success of their children at school. With the home visit program, it is hoped that the purpose of online learning as an effort to prevent the covid pandemic can be achieved optimally (Abdul Sholeh, 2021). the implementation of home visits can be a learning process during the pandemic to monitor children's development at home, so that they can realize children's activities and the role of parental guidance when studying at home. Children's activities in independent learning can be monitored through assignments and home visit activities (Fadlin Ade Candra, 2021).

Integrated Curriculum: This method refers to the project base, where each class is given a project that is relevant to one of the subjects. This method involves many subjects. Students collaborate in carrying out projects. Khalid Rahman (2014), suggests that an integrated curriculum in a subject must be integrated. Integrated curriculum considers that in a subject must be integrated as a whole. This integration can be achieved through the concentration of lessons on one particular problem with alternative solutions through various disciplines or subjects that are needed so that the boundaries between subjects can be removed. The existence of the learning process is not focused on studying subjects, but the subjects are only used as a means to approach the problems that are focus of the study. This can enable each student to get a learning experience that is in accordance with their respective interests and talents, and psychologically can be a means of complete personal development. However, the subjects taught by educators during the course of study become guidelines and the center for integrating topics, so that the spirit of learning and teaching does not leave the subjects that have been determined by the government to meet national education goals.

Blended Learning: a method that uses two approaches at once, an online system, as well as face-to-face through video conferences. Conduct distance learning and the two can interact with each other. The application of blended learning method in Civics learning requires teachers to be creative in providing an English learning platform in the form of YouTube links, videos or powerpoints. Student activity on Google Meet and parents accompanying students during online learning greatly help distance learning (PJJ) progress during the pandemic. (Irene Bethesda Aritonang, 2021)

Research on local content online has previously been widely carried out, among others, by Ivylentine Datu Palittin and Supryadi (2020) concluding that obstacles in learning local content due to the lack of local content teachers have not met the main objectives of learning. Furthermore, research conducted by Ritman Ishak Pandi suggests that local content learning is carried out so that teachers have the skills to make crafts, teachers have basic skills in designing teaching materials, and the production of cultural arts teaching materials can implement teaching materials. Thus, the innovation in this research is the resulting google classroom learning model that can be applied by teachers who teach local content of Toraja culture.

METHODS

The research method applied in this research is qualitative research. The instrument used in this study was a local content textbook for the Toraja culture of Tallulolona in the form of a soft file sent to the fourth-grade teacher, and the student's Gmail account. This

research was conducted in three stages, pre-learning, implementation and monitoring of learning, and FGD. The steps taken in the pre-research are, preparing teaching materials for Toraja Tallulolona culture in the form of soft files, then coordinating with schools that will be research locations. Create a Gmail account for students who will be the subject of research. At the implementation stage of learning with the application of Google Classroom, consultation with the principal and teachers who became the research location were carried out, sending teaching materials to student accounts to work on and students sending back materials or assignments given. At the monitoring stage, observations toward school were carried out to get to know the learning process more closely. Last, conduct FGD with teachers and school principals regarding the learning process. Data analysis in this study is an assessment of the learning components of the Google Classroom based on a constructivist approach. The subjects of this study were fourth grade students for the academic year 2020/2021 odd semester. Conducted for three months, namely June – September 2021.

RESULTS & DISCUSSION

Results

Delivery of subject matter and assignments through Google Classroom media.
Student learning success

The material given to students can be mastered, marked by the tasks given being done correctly, evidenced by working papers sent via email and WA, even though the delivery technique is assisted by parents or other families at home.

Researcher : who helps with the task
Student 1 : dad
Student 2 : mom
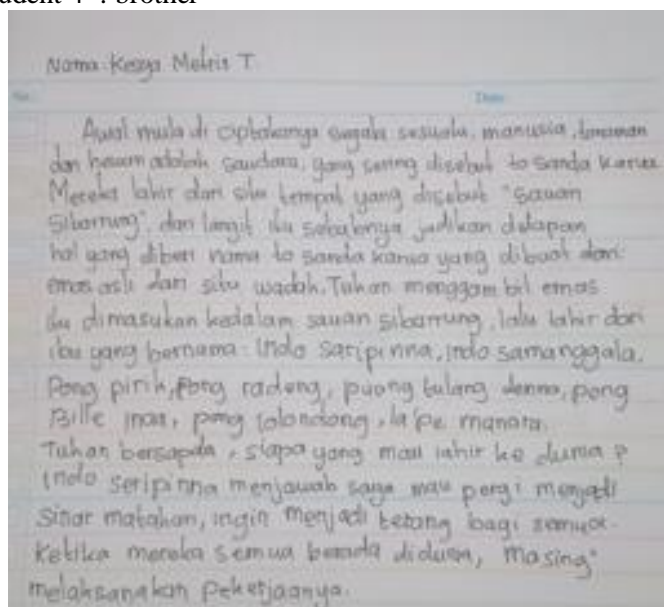Student 3 : uncle
Student 4 : brother

Figure 2. Example of student's homework

The tallulolona song that is asked to be learned can be sung correctly, as evidenced by the video of students singing. Researchers and students and teachers sing together the song Tallulolona. Researchers record.

Researcher : who taught this song? (*tallulolona*)
Student 1 : heard from the video that mom sent
Student 2 : mom
Student 3 : brother
Researcher : Do you like to learn Toraja culture at home?
Student 1 : Yes
Student 2 : Yes
All Student : Yes
Researcher : Eventhough with no friends?
Student 1 : Because the book has a lot of pictures and there are videos.
All Student : Yes

- **Student satisfaction**

Students are satisfied with the local content lesson *Tallu Lolona* because it is equipped with pictures and uses two languages, Toraja which is translated into Indonesian.

Researcher : do you like *tallulolona* song?
Student 1 : Yes
Student 2 : Yes
Student 3 : Yes
Researcher : Shall we sing the song together?
Student 1 : Yes
Student 2 : Yes
All Student : Yes

Figure 3. Video of song *Tallulolona*

Teacher Satisfaction

Class teachers who carry out local content learning feel successful in local content learning. He is grateful that the textbooks used are in softcopy, making it easier for teachers to download subject matter. It is even more fun because it is equipped with dialogue between students, which can actually be a question for the teacher to start the lesson.

Researcher : What do you think about implemention of local content learning?

Teacher : I'm happy, even though I have to make a student's Gmail so they can learn from Google Classroom. At first I thought the learning would not go well, but it turned out to be successful because of the support of teaching materials that use children's language. The students managed to do the assignment well, moreover they could sing the song *Tallulolona* loudly according to the tone. There are those who are helped by their parents to read the notes of the songs, but there are also those who learn from the videos that are sent.

Monitoring the implementation of learning with the application of Google Classroom

At the time of observation at school, students have started learning face-to-face. Activities carried out during monitoring by asking students to sing songs that have been sent. Sing together in class.

Figure 4. Student, Teacher, dan Researcher

Discussion

Based on observations, implementation of online learning in local content subjects, and discussions with teachers and students (FGD), it can be stated that the Google Classroom learning model for local content subjects includes 7 components: Students, communication, teachers, soft file teaching materials, implementation of learning through Google Classroom, monitoring, discussion, and evaluation. The procedure for the learning model can be described as follows:
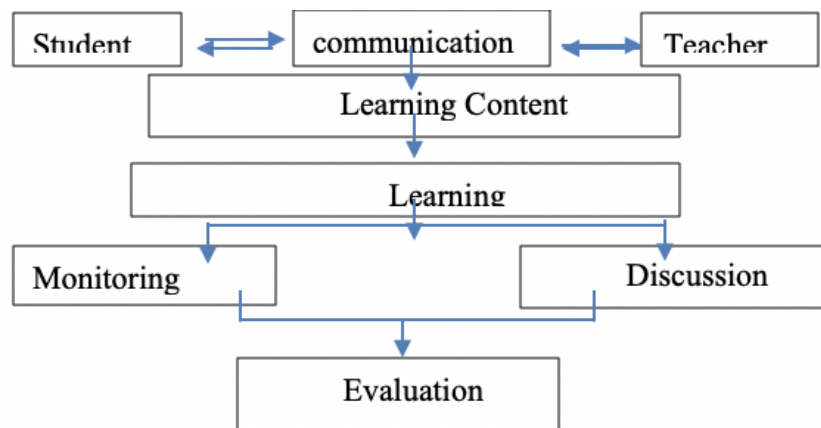
Figure 5. Learning Model Google Classroom Local Content Toraja Culture *Tallulolona*

The design of the Constructivistic-based learning model regarding Toraja Culture local content, abbreviated as "Pedikorumpemondisi" is narrated as follows: it begins by preparing students to take part in online learning of Toraja Culture local content by creating a Gmail account and introducing general local content subject matter, preparing learning materials in soft copy form, and carrying out learning by sending subject matter to their Gmail account on Google Classroom. The implementation of learning is done by sending materials and tasks that must be done by students. Communicating with educators, discussing the obstacles experienced. The common obstacle experienced is the internet network which is often unstable. Carry out monitoring to schools during learning, by looking at the delivery of assigned tasks. Some are able to submit their tasks, but some are unable to send tasks due to network problems. The *'tallulolona'* singing video that is sent to all students can be sung by students according to the notation. Conduct discussions with classroom teachers to complete the local content learning model. **Evaluation**: The students were very happy with the video of the song that was sent, so they could sing the *Tallulolona* song with pleasure.

The application of Google Classroom to local content learning, as well as components in learning, is a constructivist learning. This can be seen from considering the discussion aspect, the communication aspect is a basic principle in constructivist learning. A pleasant atmosphere can be enjoyed by students in carrying out their assignments, it is also characterized by the application of a constructivist approach. Constructivists adhere to the notion that learning goes through three stages according to J. Peaget, namely accommodation, assimilation, and equilibrium.

According to R.M. Gagne suggests nine instructional experiences in learning. (1) Attracting attention, (2) Informing students about learning objectives. (3) Recall what has been learned. (4) Provide subject matter. (5) Provide study guidance, (6) Do the opportunity. (7) Provide feedback on whether the actions taken were correct or not. (8) Provide learning outcomes. (9) Enhance retention and transfer.

According to Gagne, these events include eight steps that are often called instructional events: (a) activating motivation, (b) instructional information, (c) directing motivation. (d) stimulating recall. (e) providing learning guidance. (f) enhancing retention. (g) helping transfer of leaning. (h) eliciting performance/providing feedback. Before the teacher carries out learning, students are prepared in advance, provide information about learning Google Classroom, and prepare their Gmail accounts. All these stages are carried out by the teacher in carrying out learning through Google Classroom.

CONCLUSION

Based on the discussion, it can be concluded that learning using Google Classroom can be used for learning local content in elementary schools. The use of Google Classroom learning media for elementary school students must be assisted by parents or other families to open the subject matter. Local content learning for elementary school students is very much liked, but must be guided by adults when opening lessons at home. The obstacle experienced in implementing Google

Classroom learning is that the internet network is often unstable. It is recommended for further research on local content learning through video.

CONFLICT OF INTEREST

Our scientific work as authors and researchers state that there is no potential for conflict, both in writing, and in publication.

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