Jurnal Fundadikdas (Fundamental Pendidikan Dasar)
Vol. 4, No. 1, Maret 2023, pp. 60-75
ISSN 2614-1620
http://journal2.uad.ac.id/index.php/fundadikdas

Increasing learning outcomes for citizenship education courses based on google applications at PGSD FIP UMJ in 2022

Gunawan Santoso [a1,*] , Aim Abdulkarim [b,1] ,Bunyamin Maftuh [b2], Sapriya [b3] , Ma'mun Murod [a2] , Lisa Retnasari [c1]

[*a] Muhammadiyah Jakarta University, Indonesia
[b] Education Indonesia University, Bandung, Indonesia
[c] Ahmad Dahlan University, Yogyarkarta, Indonesia
mgunawansantoso@gmail.com ; aimabdulkarim@upi.edu; bunyaminmaftug@upi.edu; sapriya@upi.edu; mamun.murod@umj.ac.id ; lisa.retnasari@pgsd.uad.ac.id
* Correspondent Author

Received: Febuary 21, 2023 *Revised: March 4, 2023* *Accepted: March 15, 2023*

KEYWORDS
Learning outcomes
Citizenship
Higher Education
Google application
PGSD FIP UMJ

ABSTRACT

A good citizen is, of course, greatly influenced by the national ideology of each country. Citizenship Education (CE), whose mission is to make citizens who are *smart, good, and democratic citizens* through nationalistic, patriotic, professional, and scientific behavior. This study aims to determine the contribution of pedagogic competence and professional competence to learning outcomes. This study uses a classroom action research (PTK) approach. The research population was PGSD FIP UMJ students. Research data were collected using a questionnaire, and the results were analyzed using regression analysis. The results showed that: (1) there is a significant relationship between pedagogic competence and learning outcomes in the effective category; (2) there is a significant and positive relationship between professional competence and learning outcomes. (3) There is a significant and positive relationship between the effectiveness of pedagogical competence and professionalism simultaneously on student civic learning outcomes. The results have provided valuable experience about the benefits of Google technology-based applications such as *Meet, Google form, Classroom, Breakout Rooms, Jamboard, recording, Drive, Docs, Gmail, and whiteboarding* for students of the PGSD FIP Study Program, University of Muhammadiyah Jakarta in 2022, according to 88% of the students. For obstacles in the *jamboard application*, the best resolution that is effective and efficient according to existing conditions is to provide repeated socialization, training, and evaluation monitoring to several students who have no experience in sophistication *Google application-based Meet, Google form, Classroom, Breakout Rooms, Jamboard, recording, Drive, Docs, Gmail, and whiteboarding.*

Introduction

In the era of Society 5.0, all technology is part of humans themselves. Whatever technology is, it is all used by humans. The concept is that humans are at the center, based on technology.

The internet is not just to share information but to live life. The role of technology in human life is very complex and varied. Era Society 5.0 is a development to fix current problems due to the speed of existing industrial technology (Hidayat & Ulfah, 2023).

The progressivism philosophy is a school of educational philosophy with changes to become more advanced. This school also opposes traditional education such as essentialism and perennialism (Knight, 2007). Progressivism believes that the implementation of education in schools, especially elementary schools, must be student-centered. In this case, the teacher is no longer the center of attention for students but a facilitator, guiding and directing the learning process (Moore, 2000)(Dian et al., 2023).

Elementary school education in Indonesia is a place of formal education as the spearhead of the nation's generation. The ideals of the nation need to be implemented because they have become an important unit of need. This important goal is included in the official constitution of the Republic of Indonesia, namely in the Preamble to the 1945 Constitution, paragraph four, which explicitly states that the intellectual life of the nation(Dian et al., 2023). The development of information and communication technology are two important phenomena that have implications for the 21st century learning paradigm, helping to increase collaboration, interaction, and participation in their learning activities and support the creation of a constructive learning environment (Santoso, 2021a).

The development of educational problems in Indonesia that have recently surfaced has a lot to do with the quality of technology-based educators, both in the process and outcome dimensions (Santoso et al., 2013). This problem is increasingly being felt as a disturbing crisis for educators because many development approaches in education only focus on quantity issues, so efforts to educate the nation's life tend to be narrowed down in the scope of formal education and learning, which is limited to quantification calculations by ignoring quality (Santoso, 2019). The implication is that even though education development has been launched in terms of quality, productivity, and relevance, educational problems continue to grow increasingly complicated and shackled in a structured system(Martini et al., 2019).

The fact is that there appears to be a tendency to limit the problem of educational development to the saturation of the curriculum and the quality of its resources, so that academic analysis and projective analysis, as a background and one of the orientations of education, are often neglected (Santoso & Sari, 2019). In addition, the development of science and technology in the era of the information revolution, which was marked by many shifts in values and socio-cultural changes, was not anticipated constructively in the renewal of the world of education (Kusumawardani, Santoso, et al., 2020). This requires the sensitivity of all parties in building the image and improving the quality of education in order to be able to keep

up with the development of an increasingly dynamic society because people are increasingly thinking rationally in dealing with problems that grow and develop in everyday life (Santoso, 2021b).

Improving Learning Outcomes for Citizenship Education Subjects Based on the Google Application at PGSD FIP UMJ in 2022 can be an evaluation for every PKn lecturer in UMJ to further increase the attractiveness and interest in learning civics, which is more challenging, critical, active, innovative, and has Pancasila moral character (Santoso, 2021b). Practically, we see strategies in civic practice to form moral human beings, be it *moral knowing, moral feeling, or moral action.* Special purpose Improving Learning Outcomes for Google Application-Based Citizenship Education Courses at PGSD FIP UMJ in 2022 are: To find out if there is an increase in the value of student learning outcomes in a structured way in one semester in citizenship education courses through Google technology based on the Meet Application, Google Form, Classroom, Breakout Rooms, Jamboard, recording, Drive, Docs, Gmail, and whiteboarding in the PGSD Study Program at FIP Muhammadiyah University Jakarta in 2022 as a result of research. To find out the obstacles and the best resolution that is effective and efficient according to existing conditions regarding the benefits of Google technology, based on the Meet Application, Google Form, Classroom, Breakout Rooms, Jamboard, recording, Drive, Docs, Gmail, and whiteboarding in the PGSD FIP University Study Program Muhammadiyah Jakarta in 2022 as a result of research. To find out the magnitude of the increase in learning outcomes for citizenship education courses through Google technology based on Meet Applications, Google Forms, Classroom, Breakout Rooms, Jamboard, Recording, Drive, Docs, Gmail, and Whiteboarding in the PGSD FIP Study Program, University of Muhammed Madiyah Jakarta in 2022 To provide valuable experience about the benefits of Google technology-based applications Meet, Google Form, Classroom, Breakout Rooms, Jamboard, recording, Drive, Docs, Gmail, and whiteboarding in the PGSD FIP Study Program, University of Muhammadiyah Jakarta in 2022 as a result of research.

Method

The method used in this research is classroom action research. This *study used two approaches, quantitative and qualitative, using "the dominant-less dominant design*" by Creswell (1994) (Tsoraya et al., 2023). Classroom action research according to Arikunto, et al., (2008) is an examination of learning activities in the form of an action that is deliberately raised and occurs in a class together. These actions are given by lecturers or, with directions from lecturers, carried out by students. In line with Arikunto, Suyadi (2012) states that classroom action research is observation in the form of action on learning activities that are deliberately

raised and occur in a class simultaneously (Dewi et al., 2021). Reinforcing the previous opinion, Salahudin (2015) views classroom action research as practical research to improve learning in the classroom.*The method used is the Classroom Action Research (CAR) method* (Kusumawardani, Santoso, et al., 2020).

...One study involved classroom action research by Komalasari (2005) about the improvement of citizenship competence through contextual-based civic education in... (Komalasari, 2009)(Martini et al., 2019).

The action research model used in this research is the action research model according to Kemmis & Taggart (2008) (Faznur et al., 2020). This research went through two cycles with four stages: planning, implementing, observing, and reflecting. As illustrated in Figure 3.2 below:

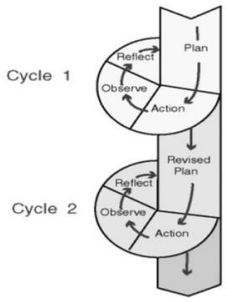

Figure 1 : Kemmis & Taggart Action Research Design

The research implementation was designed to follow 4 stages that must be passed, namely: (1) planning (*planning*), (2) acting (*acting*), (3) observing (*observing), and* (4) reflecting (*reflecting).* Planning is done as a basis for identifying problems and determining alternative problems. Implementation is carried out by implementing actions that refer to action scenarios, while observations are carried out as a basis for assessing the results of actions through observation using an assessment format, and reflection is carried out as a basis for development or improvement in the next cycle. The number of cycles can be added or reduced according to the improvements achieved in the learning process through research (Kusumawardani, Santoso, et al., 2020)

According to Tampubolon (2014: 35), the action is successful if the class average has reached at least 75%, while the success of achieving this action is based on an agreement between the researchers and the collaborators (Kusumawardani, Diyanti, et al., 2020). Student learning outcomes are said to be successful if 75% of students achieve the Minimum Completeness Criteria (KKM) score of 80, which has been set by the Chancellor for Minimum B. The research is carried out to obtain student learning outcomes through the following procedures:

1. Dissemination of the benefits and sophistication of Google Application-Based Meet, Google Form, Classroom, Breakout Rooms, Jamboard, recording, Drive, Docs, Gmail, and whiteboarding (first week)
2. Training for students on the benefits and sophistication of Google application-based meet, Google form, classroom, breakout rooms, jamboard, recording, drive, docs, gmail, and whiteboarding (weeks two to three)
3. Practice questions and practice on making G Suite applications, Google forms, Classroom, Breakout Rooms, Jamboard, recording, Drive, Docs, Gmail, and whiteboarding (week four).
4. Monitoring and evaluating the results of training for students (week five).
5. Reports, distribution of certificates, and championship prizes (week six).

Results and Discussion

1. Results

Based on the results of the research and the results of the process to obtain research results, it is carried out through several stages, namely;

First stage: include all students in *ecampus* and *google classroom* members and provide important information related to assignments etc. during lectures, this becomes very important to see how the pattern is used as a supporting part to fulfill effective, efficient and innovative lectures, and so on researchers want to see the Supporting Factors and Inhibiting Factors in lectures that are being implemented, current constraints, and future target constraints.

Second Stage: Analyze the strategies used in order to see how far the level of success and achievement has been achieved, both in lecture messages, assignments, test items used in the success of learning and the factors that hinder the success of learning outcomes as well as the most appropriate factors in order achieve the goal of learning outcomes that complete the best and perfect in that value. This goal is intended to increase student learning outcomes in a structured manner in one semester in citizenship education courses. Knowing the obstacles and the best solutions that are appropriate, effective, and efficient according to the existing conditions. Get the amount of Increasing Learning Outcomes for Citizenship Education courses. Knowing the process of providing the benefits of *Google technology based on the Meet application, Google form, Classroom, Breakout Rooms, Jamboard, recording, Drive, Docs, Gmail, and whiteboarding* at the PGSD FIP Study Program, University of Muhammadiyah Jakarta in 2022 is a valuable experience. Knowing the course

 ISSN 2614-1620

of the process of socialization, training, and evaluation monitoring of several teachers and several principals through *Google Application-Based Meet, Google form, Classroom, Breakout Rooms, Jamboard, recording, Drive, Docs, Gmail, and whiteboarding* in five schools around the city of Tengerang on 2022 as a form of community service.

a. Improving student learning outcomes in a structured manner in one semester in citizenship education courses through *Google technology* Application-based *Meet, Google form, Classroom, Breakout Rooms, Jamboard, recording, Drive, Docs, Gmail,* and *whiteboarding* at PGSD FIP Study Program, University of Muhammadiyah Jakarta in 2022

Based on the results of research in several classes taught with a total of around 119 students who filled in, it can be proven that learning uses Google technology (application-based meet, Google form, classroom, breakout rooms, jamboard, recording, drive, docs, gmail, and whiteboarding) in the PGSD FIP Study Program at the University of Muhammadiyah Jakarta in 2022 has increased and has been successful, with evidence of research results, namely, the results of implementation and practice in making mindmaps well and successfully, which stated that it could not be as much as 1.9%, which states can make as much as 72.4%, and who stated very proficiently, as much as 25.7%. Based on the presentations using mindmap media should be fast, easy, and fun for gaining knowledge. So the results of implementation and practice make it easier to capture knowledge by using mindmap media in lectures; the data is as follows: it stated that it was very difficult as much as 1.5%; it stated that it was simply facilitated or helped by 29.2%; it stated that it was easier and relaxed as much as 35.4%; and it stated that it was very easy to understand, clear, and remembered as much as 33.8%.

The results of implementation and practice in making PPT from Canva are as follows: who stated that they did not know because they had not studied as much as 9.6%, who stated that they could not or forgot even though they had learned as much as 13.5%, who stated that it could run smoothly after being taught as much as 63.5%, and who stated that they were very proficient as much as 13.5%. The implementation results in understanding the lecture material delivered by students, female students, and lecturers at each meeting are: students who say they don't know are 0%, students who stated they could understand a little were 37%, students who stated that they understood more were 54.8%, and college students who stated that they were proficient and could help accompany other friends were as many as 8.2%.

Completion of assignments, UTS, and UAS can be completed properly, completely, and successfully through the sophistication of Google Classroom, Gform, etc., that is; those who said they did not know were 1.4%, which is not a maximum of 11%; those who stated that they could, but only half as much as 19.2%; and those who stated that they could, but only half as much as 68.5%, which states that everything has been successfully resolved as much as 68.5%. So in the completion of assignments, UTS and UAS can be completed properly, thoroughly, and successfully through the sophistication of Google Classroom, GForm, etc., that is, the biggest version.

b. Obstacles and the best solutions that are appropriate, effective and efficient according to existing conditions regarding the benefits of *Google technology* Application-based *Meet, Google form, Classroom, Breakout Rooms, Jamboard, recording, Drive, Docs, Gmail,* and *whiteboarding* in PGSD FIP Study Program Muhammadiyah University Jakarta in 2022

The highest obstacle in the PGSD FIP Study Program, University of Muhammadiyah Jakarta in 2022 about the benefits of *google technology* Application-based *Meet, Google form, Classroom, Breakout Rooms, Jamboard, recording, Drive, Docs, Gmail* and *whiteboarding* only involved in implementation, socialization, and practice in the Google ***Jamboard section,*** as the highest obstacle, this is evidenced by the following data; the results of implementation and socialization in understanding the usefulness of Google Jamboree are; who stated Do not know as much as 60.5%, which stated understanding a little as much as 24.4%, who stated more understanding after being taught as much as 13.4%, which states Very proficient as much as 1.7%. The results of practice in operating / using the sophistication of Google Jamboree are; 58% stated that it could not, which states Can be as little as 23.5%, which stated that after being taught it became more skilled by 16%, who stated very proficient and could teach others as much as 2.5%.

Based on data from the information in Sending Screenshot Photos as Evidence of Having Operated/Used the Sophistication of Google Jamboree, there were 37 students and female students. Meanwhile, the best solution that is appropriate, effective and efficient according to existing conditions regarding the benefits of *Google technology* Application-based *Meet, Google form, Classroom, Breakout Rooms, Jamboard, recording, Drive, Docs, Gmail,* and *whiteboarding* at PGSD FIP Study Program Muhammadiyah University Jakarta in 2022 is through **activities *sharing day*** as an alternative solution to make it easier to ask questions and answers between students to share knowledge and stay in touch with each other more closely and kinship.

c. The Magnitude of Increasing Learning Outcomes in Citizenship Education Courses Through *Google* Technology Application-based *Meet, Google form, Classroom, Breakout Rooms, Jamboard, recording, Drive, Docs, Gmail,* and *whiteboarding* at PGSD FIP Study Program, University of Muhammadiyah Jakarta in 2022

The highest obstacle in the PGSD FIP Study Program, University of Muhammadiyah Jakarta in 2022, is the benefits of *Google technology.* Application-based Meet, Google form, Classroom, Breakout Rooms, Jamboard, recording, Drive, Docs, Gmail, and whiteboarding only involved in implementation, socialization, and practice in the Google Jamboard section, as the highest obstacle, as evidenced by the following data; the results of implementation and socialization in understanding the usefulness of Google Jamboree are; who stated Do not know as much as 60.5%, who stated understanding a little as much as 24.5%, who stated understanding very proficient, as much as 1.7%. The results of practice in operating and using the sophistication of Google Jamboree are as follows: 58% stated that it could not, which states Can be as little as 23.5%, which stated that after being taught, it became more skilled by 16%, who stated they were very proficient and could teach others as much as 2.5%.

Based on the information in Sending Screenshot Photos as Evidence of Having Operated or Used the Sophistication of Google Jamboree, there were 37 students, including female students. Meanwhile, the best solution that is appropriate, effective, and efficient according to existing conditions regarding the benefits of *Google technology at the* Application-based *Meet, Google Form, Classroom, Breakout Rooms, Jamboard, recording, Drive, Docs, Gmail,* and *Whiteboarding* at PGSD FIP Study Program Muhammadiyah University Jakarta in 2022 is through **an activity** *sharing day as* an alternative solution to make it easier to ask questions and get answers between students to share knowledge and stay in touch with each other more closely and develop kinship.

d. The process provides the benefits of *Google technology* Application-based *Meet, Google form, Classroom, Breakout Rooms, Jamboard, recording, Drive, Docs, Gmail,* and *whiteboarding* at PGSD FIP Study Program, University of Muhammadiyah Jakarta in 2022 as a valuable experience

Students have had valuable experience through the process of using *Google* technology application-based *meet, Google form, classroom, breakout rooms, jamboard, recording, drive, docs, gmail,* and *whiteboarding* in the 2022 Kn course of the PGSD FIP

Study Program, University of Muhammadiyah Jakarta, as evidenced by the fact that it has uploaded the results of the following trainings, based on data from the information in Sending Screenshot Photos as Evidence of Having Operated or Used *Google Docs Sophistication*, namely, 57 students. Based on the information in Sending Screenshot Photos as Evidence of Having Operated or Used the Sophistication of Google Drive, namely as many as 70 students Based on the information in Sending Screenshot Photos as Evidence of Having Operated or Used the Sophistication of Google Jamboree, there were 37 students, including female students.

Based on the information in the screenshots sent as proof of having operated or used the sophistication of Google Classroom, namely as many as 48 students and female students Based on the information in the screenshot photos sent as proof of operating and using the sophistication of Google Mail, there were 53 students, including female students. Based on the information in the screenshot photos sent as proof that they have operated and used the sophistication of the Google calendar, namely as many as 40 students, mostly female students, Based on the information in Sending Screenshot Photos as Evidence of Having Operated or Used the Sophistication *of Google Form*, namely, as many as 48 students Based on the information in the screenshot photos sent as proof of having operated or used the sophistication of *Google Slides*, namely as many as 32 students, mostly female students, Based on the information in the screenshot photos sent as proof of having operated or used the sophistication of Google Gboard, namely, as many as 30 students, mostly female students.

Based on the information in the screenshots sent as proof of having operated or used the sophistication of *the Google meet attendance list* for 31 students, including female students, According to the evidence provided in the form of screenshots, 24 female and male students have operated or used the sophistication of Google Pre-School Drive.Based on the information in Sending Screenshot Photos as Evidence of Operating or Using Google, namely, 119 students,Then the results of the training also produce other experiences, namely, the results of implementation and outreach in understanding the benefits of *Google Meet* are: who stated Do not know as much as 0.8%, who stated understanding a little as much as 33.6%, who stated more understanding after being taught as much as 38.7%, and who stated Very proficient as much as 26.9%. The results of practice in operating / using the sophistication of Google Meet are as follows: which stated that it could not be as much as 1.7%, which stated that it could be as little as 38.7%, which stated that after being taught, they became more skilled by 39.5%, and who stated that they were very proficient and could teach others by 20.2%. The implementation and

 ISSN 2614-1620

outreach results in Understanding the Usefulness of Google Docs are as follows: who stated do not know as much as 7.6%, who stated understanding a little as much as 52.1%, who stated more understanding after being taught as much as 32.8%, and who stated very proficient as much as 7.6%.

The results of practice in operating and using the sophistication of *Google Docs*, namely, which stated that it could not be as much as 11.8%, which states Can be as little as 45.4%, which stated that after being taught, it became more skilled, as much as 36.1%, who stated they were very proficient and could teach others as much as 6.7%. The results of the implementation and outreach in Understanding the Usefulness of Google Drive are: which states do not know as much as 0%, which states understand a little as much as 37.8%, who state they understand more after being taught as much as 36.1%, and which states are very proficient as much as 26.1%.

The results of practice in operating/using the sophistication of Google Drive are as follows: which stated that it could not be as much as 2.5%, which stated that it could be as little as 42%, which stated that after being taught it became more skilled as much as 36.1%, and who stated that it was very proficient and could teach others as much as 19.3%.The results of implementation and socialization in understanding the usefulness of Google Jamboree are: who stated they did not know as much as 60.5%, who stated they understood a little as much as 24.4%, who stated they understood more after being taught as much as 13.4%, and who stated they were very proficient as much as 1.7%.

The results of practice in operating and using the sophistication of Google Jamboree are as follows: 58% stated that it could not, which states that it can be as little as 23.5%; 16% stated that it was very proficient and could teach others as much as 2.5%; The results of implementation and outreach in understanding the usefulness of Google Classroom are: who stated they did not know as much as 5%, who stated they understood a little as much as 44.5%, who stated they understood more after being taught as much as 28.6%, and who stated they were very proficient as much as 21.8%. The results of practice in operating / using the sophistication of Google Classroom, namely; which stated that it could not be as much as 7.6%, which stated that it could be as little as 37.8%, which stated that after being taught, they became more skilled by 32.8%, who stated that they were very proficient and could teach others by 21.8%.The results of implementation and socialization in understanding the usefulness of Google Mail are: who stated they do not know as much as 3.4%, who stated they understand it a little as much as 39.5%, who stated they understand it more after being taught as much as 31.9%, and who state they are very proficient as much as 25.2%.

 ISSN 2614-1620

Results of practice in operating and using Google Gmail, which stated that it could not be as sophisticated as 3.4%, but that it could be as little as 35.3%, which stated that after being taught, it became more skilled as much as 38.7%, who stated that they were very proficient and could teach others as much as 22.7%. The results of implementation and outreach in understanding the usefulness of *the Google calendar* are as follows: 21% said they did not know, which stated understanding a little as much as 40.3%; 17% stated more understanding after being taught; and 19.3% stated they were very proficient. The results of practice in operating and using the sophistication of *the Google calendar*, namely, 22.7%, stated that it could not, which states: Can be as little as 32.8%, which stated that after being taught, they became more skilled; 24.4% stated they were very proficient and could teach others as much as 20.2%.

Results of implementation and outreach in understanding the usefulness of Google Forms: who stated they did not know as much as 3.4%, who stated they understood a little as much as 43.6%, who stated they understood more after being taught as much as 35%, and who stated they were very proficient as much as 17.9% The results of practice in operating / using the sophistication of Google Form, namely; which stated that it could not be as much as 7.8%, which stated that it could be as little as 39.3%, which stated that after being taught, they became more skilled by 36.8%, who stated that they were very proficient and could teach others by 16.4%.

The results of implementation and outreach in understanding the usefulness of *Google Slides* are as follows: who stated that they did not know as much as 30.2%, who stated that they understood a little as much as 42.2%, who stated that they understood more after being taught as much as 19%, and who stated that they were very proficient as much as 8.6%. The results of practice in operating and using the sophistication of *Google Slides* are as follows: 31% stated that it could not, which states Can be as little as 37.1%, which stated that after being taught, they became more skilled; 25.9% stated they were very proficient and could teach others as much as 6%.

The results of implementation and socialization in understanding the usefulness of *the application Google Gboard are* namely: who stated that they did not know as much as 36.5%, which states understanding a little as much as 35.7%, and who stated more understanding after being taught as much as 19.1%, which states being very proficient as much as 8.7%. The results of practice in operating and using the sophistication of *Google Gboard* are as follows: 34.8% stated that it could not, which states Can be as little as 30.4%, which stated that after being taught, they became more skilled; 27.8% stated they were very proficient and could teach others as much as 7%.

The results of the implementation and socialization in understanding the usefulness of *the Google Meet attendance list* or automatic attendance list are as follows: who stated that they did not know as much as 32.5%, which stated understanding a little as much as 36%, who stated more understanding after being taught as much as 27.2%, which states being very proficient as much as 4.4%. The results of practice in operating or using the sophistication of *the Google meeting attendance list* or automatic attendance list are as follows: 29.8% stated that it could not, which states Can be as little as 31.6%, which stated that after being taught, it became more skilled, or as much as 34.2%, who stated they were very proficient and could teach others as much as 4.4%.

2. Discussion

The 21st century presents challenges in line with the development of science and technology. The rapid development has become a reference for countries to be able to compete globally. This competition indirectly demands the quality of human resources who are professional and qualified. Based on Law No. 20 of 2003, improving the quality of human resources can be done through education quality. The development of an appropriate learning process can produce the desired learning objectives achieved (Murtikusuma et al., 2019). This ability will lead students to improve their logical thinking skills (Riyanti et al., 2018). As (Riyanti & Nurhasana, 2021).

The field of education and learning should be adaptive and flexible in order to be able to answer and survive in facing global challenges. Online learning is distance learning that sends materials and teaching materials through media with the help of the internet as the main technology (Kemendikbud, 2020). Several applications supporting the learning process are through social media which integrates the importance of applying knowledge and using technology (W. P. & D. R. M. Sari, 2020). (Rizandi et al., 2021). The policy on independent learning provides education providers with strong flexibility to develop learning tools that are in line with school needs. (Numertayasa et al., 2022).

In the era of Society 5.0, all technology is part of humans themselves. Whatever technology is all used by humans. The concept is human as the center based on technology. The internet is not just to share information but to live life. The role of technology in human life is very complex and varied. Era Society 5.0 is a development to fix current problems due to the speed of existing industrial technology. Society 5.0 is able to converge, in other words, to integrate virtual space and physical space into one. (Hidayat & Ulfah, 2023).

The digital platform is a program that can support the success of online learning. There are several platforms that can be used in implementing online learning including Google

Classroom, Edmodo, Learning House, Teacher Room, Your School, Smart Class, Zenius, Google Suite for Education, Microsoft Office 365 for Education (Mirzon Daheri, Juliana, Deriwanto, 2020). (Assidiqi & Sumarni, 2020). Online learning has various types that can be used to support the learning process, including flipped classrooms, discovery-inquiry, project-based learning, blended learning, game-based, self-organized learning environments (sole), and hybrid learning. (Febrianto, 2021). (Dinda & Prama, 2022).

The student centered learning paradigm (student-centered learning), based on the philosophy of complete learning, is oriented towards independence, autonomy, activeness, creativity and innovation owned by students. (Dinda & Prama, 2022). The use of this media serves to support the achievement of educational and learning objectives in an effort to develop students' self-potential both in terms of cognitive, affective and psychomotor aspects (Darmawanti, 2014).(Rizandi et al., 2021). Society 5.0 invites people not only to prioritize technology but to be firmly integrated with spiritual needs. Era Society 5.0 is expected to help people live a more meaningful life. (Hidayat & Ulfah, 2023).

Based on the results of research in several classes taught with a total of around 119 students who filled in, it can be proven that learning uses *Google* technology Application-based *Meet, Google form, Classroom, Breakout Rooms, Jamboard, recording, Drive, Docs, Gmail,* and *whiteboarding* in the PGSD FIP Study Program, University of Muhammadiyah Jakarta in 2022 has increased and has been successful.

Students have had valuable experience through the process of using *Google* technology Application-based *Meet, Google form, Classroom, Breakout Rooms, Jamboard, recording, Drive, Docs, Gmail,* and *whiteboarding* in the 2022 Kn course of the PGSD FIP Study Program, University of Muhammadiyah Jakarta with the evidence that it has uploaded the results of the following trainings. The highest obstacle in the PGSD FIP Study Program, University of Muhammadiyah Jakarta in 2022 about the benefits of *google technology* Application-based *Meet, Google form, Classroom, Breakout Rooms, Jamboard, recording, Drive, Docs, Gmail* and *whiteboarding* only involved in implementation, socialization, and practice in the Google ***Jamboard section,*** as the highest obstacle, this is evidenced. Magnitude of Increase in Learning Outcomes for Citizenship Education Courses in the PGSD FIP Study Program, University of Muhammadiyah Jakarta in 2022 Through *Google* technology can be observed through the diagram below as evidence of the results of data analysis from students.

 ISSN 2614-1620

Consclusion

The results of socialization, training, monitoring, and evaluation of several students and some female students through *Google Meet application-based, Google Forms, Classroom, Breakout Rooms, Jamboard, recording, Drive, Docs, Gmail, and whiteboarding* in 2022 as a form of research, namely: training is carried out online, in person, and *face-to-face online* using *Gmeet,* which is proven and presented in forms; PPT and mindmapping related to the theme of the *Google application* have been going well, smoothly, and successfully, namely: 1) practice creating *Google Meet* independently; 2) practice creating *Google Forms* independently; 3) practice creating *Google Drive; 4) practice creating Google Drive;* 5) practice creating *Google Drive; 8) practice creating Google 9) Practice creating Google; 8) Practice creating Google; 9) Practice creating Google; 8) Practice creating Google; 9) Practice creating Google; 8) Practice creating Google; 9) Practice creating Google; 8) Practice creating Google; 9) Practice creating Google;* 10) Practice creating *Google.* Interestingly, the form of Google application sophistication training for PGSD FIP UMJ students in 2022 was well implemented online and offline, and was held for several PGSD FIP UMJ students who produce knowledge and skills and help anti-knowledge students facilitate Google's sophistication. All students then gain experience, soft skills, practice, and an understanding of Google's sophistication. 21 Era 4.0, for now and the future.

References

Assidiqi, M. H., & Sumarni, W. (2020). Pemanfaatan platform digital di masa pandemi covid-19. *Prosiding Seminar Nasional Pascasarjana*, *1*(1), 298–303.

Dewi, K., Pratisia, T., & Putra, A. K. (2021). Implementasi pemanfaatan google classroom, google meet, dan instagram dalam proses pembelajaran online menuju abad 21. *Jurnal Integrasi Dan Harmoni Inovatif Ilmu-Ilmu Sosial*, *1*(5), 533–541. https://doi.org/10.17977/um063v1i5p533-541.

Dian, R., Putri, P., Tutur, S., & Prabowo, M. (2023). Konsep merdeka belajar pada sekolah dasar ditinjau dari perspektif filsafat progresivisme. *Jurnal Fundadikdas (Fundamental Pendidikan Dasar)*, *6*(1), 1–12.

Dinda, P., & Prama, K. (2022). Strategi pembelajaran daring berbasis multimedia saat pandemi covid-19 di sd muhammadiyah noyokerten. *Jurnal Fundadikdas (Fundamental Pendidikan Dasar)*, *5*(2), 109–123.

Faznur, L. S., Santoso, G., & Hidayati, N. (2020). *Pemanfaatan Rempah-Rempah pada Era New Normal untuk Meningkatkan Imunitas Kekebalah Tubuh di Lingkungan Warujaya*.

Hidayat, P., & Ulfah, A. (2023). Model pembelajaran probalisi (Problem Based Learning with Science Islamic Integrated) materi kesehatan reproduksi dalam meningkatkan efikasi diri di era society 5.0. *Jurnal Fundadikdas (Fundamental Pendidikan Dasar)*, *6*(1), 13–26.

Komalasari, K. (2009). The effect of contextual learning in civic education on students ' civic competence. *Journal of Social Science*, *5*(4), 261–270.

Kusumawardani, S., Diyanti, R., & Santoso, G. (2020). Peningkatan kemampuan memahami isi bacaan dengan model pembelajaran cooperative integrated reading and composition (CIRC) pada siswa kelas V di SDN Pondok Pinang 10. *Seminar Nasional Penelitian LPPM UMJ*, *1*(23), 140–151.

Kusumawardani, S., Santoso, G., Masrurotun, I., Dasar, G. S., Pendidikan, F. I., Muhammadiyah, U., Timur, C., Selatan, K. J., Ibu, K., & Jakarta, K. (2020). Peningkatan keterampilan menulis deskripsi dengan metode image streaming siswa kelas III SDN Pondok Pinang 10. *Jurnal.Umj.Ac.Id/Index.Php/Semnaslit*, *1*(1), 2–8.

Martini, E., Kusnadi, E., Darkam, D., & Santoso, G. (2019). Competency based citizenship 21st century technology in Indonesia. *International Journal of Recent Technology and Engineering*, *8*(1C2), 759–763. https://doi.org/10.35940/ijrte.b1483.0882s819.

Numertayasa, I. W., Nada, I. K., Putu, N., & Astuti, E. (2022). Profil pelajar Pancasila development of strengthening character education syllabus based on Pancasila student profiles. *Jurnal Fundadikdas (Fundamental Pendidikan Dasar)*, *5*(2), 97–108.

Riyanti, H., & Nurhasana, P. D. (2021). Fostering students logical thinking ability as one of the 21st century skills through the blended learning aided by google classroom. *Jurnal Fundadikdas (Fundamental Pendidikan Dasar)*, *4*(1), 32–37. https://doi.org/10.12928/fundadikdas.v4i1.3208.

Rizandi, M., Puspita, D., Fatimah, M., Cantika, N., & Sari, W. P. (2021). Evaluasi pembelajaran daring melalui media whatsapp Di SD N 16 Toboali. *Jurnal Fundadikdas (Fundamental Pendidikan Dasar)*, *4*(2), 63–80. https://doi.org/10.12928/fundadikdas.v4i2.3899.

Santoso, G. (2019). Philosophical curriculum of civic education in 1975-2013 in Indonesia 1). *Prosiding Seminas FIP UMJ*, *2*(24), 236–249.

Santoso, G. (2021a). Model Analysis (SWOT) of curriculum development from civic education at 21 century, 4.0 era in Indonesian. *(International Journal of Entrepreneurship and Business Development)*, *04*(02), 250–256.

Santoso, G. (2021b). The philosophical power of civic education 21st. *International Journal of Entrepreneurship and Business Development; IJEBD*, *04*(01), 72–79.

Santoso, G., Muchtar, S. Al, & Karim, A. A. (2013). *"Analisis swot kurikulum pendidikan kewarganegaraan jenjang sma tahun 1975 – 2013"*.

Santoso, G., & Sari, P. K. (2019). *Proceedings Of Educational Initiatives Research Colloquium 2019*.

Tsoraya, N. D., Khasanah, I. A., Prasadana, J. P., Perawati, S., Asbari, M., Noivitasari, D., Santoso, G., Radita, Rasyi, F., & Asnaini Wahyuni, S. (2023). Pengenalan aplikasi pelayanan publik digital " Tangerang Gemilang ". *Journal of Community Service and Engagement (JOCOSAE)*. *3*(1), 40–49.