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Using Google Meet in Group Discussions to Improve Learning Activities And Students' Problem-Solving Ability During the COVID-19 Pandemic

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ABSTRACT
Improvements have been made to online learning during the COVID-19 pandemic through GMeet due to restrictions on crowding and maintaining distance between students, while learning must continue. This study aims to improve student learning activities and problem-solving abilities. Improvement of learning through classroom action research. Data were analyzed descriptively. The instruments are in the form of a Problem Solving Ability Test sheet and an Observation Sheet. The results of improving the use of GMeet learning in group discussions which in its implementation combined with WhatsApp and Google forms can improve student learning activities and problem-solving abilities. The increase in student learning activities in the first cycle, the percentage of student activity was 66% in sufficient criteria to 80% in good criteria in the second cycle. This shows that the percentage of student activity has increased and has reached the predetermined indicators of success. This increase in problem-solving ability can be seen in the average class value and the increase in the percentage of completeness after being given treatment. In the first cycle, the average value is 65 with a percentage of 65%, the and second cycle is an average of 80.25 with a percentage of 80%.

INTRODUCTION

The COVID-19 pandemic, which is not certain when it will end, has caused online processes to be carried out via the internet network (Velasco et al., 2021; Patricia, 2020). Internet for students is not new, but if it is not directed at its use as a learning resource, then the internet is not necessarily effective in helping the learning process and producing good products (Rahmi, 2020; Dwikoranto et al., 2019). Students sometimes use the internet as a medium of entertainment rather than as a learning resource. In this era of the COVID-19 pandemic, the learning process implemented by the teacher must still be able to increase the active involvement of students even though it is online. In fact in the field, the learning independence of elementary school students during the online learning process is still relatively low, and the opportunity to discuss with other students is limited. Many students lack awareness in preparing themselves before the online teaching and learning process begins. This can be seen when the teacher starts teaching and learning activities, only some students prepare themselves before the learning process begins.

Lack of sense of responsibility of students in collecting assignments, when collecting assignments, many students do not collect assignments or are late in collecting them, there are still many materials containing problem-solving provided by the teacher that has not been considered properly. From this, it means that learning independence, problem-solving ability, and low responsibility will have an impact on student learning outcomes (Dwikoranto et al., 2020). Every learning activity always involves two active actors, namely teachers and students. The teacher is the creator of learning conditions

that are designed intentionally, systematically, and continuously while students are the parties who enjoy the conditions created by the teacher. The combination of these two elements gives birth to educative interactions by utilizing the media as the medium. The level of student learning outcomes in learning cannot be separated from the selection of certain methods, learning models, strategies, and approaches. The use of appropriate learning methods can increase student participation in the learning process. If students are more active in the learning process, then learning can take place effectively and competence is achieved, which will result in an increase in student achievement. One of the characteristics of successful teaching is seen in the level of student learning activities. The higher the student learning activities, the higher the chances of successful teaching.

The average value of the daily social science test, both cognitive and psychomotor, for upper-grade students at the Magetan Residency Elementary School was previously 65.45, while the minimum completeness criteria set by the school was 70, which means it is still lacking. Activities carried out by students in discussion, problem-solving, thoroughness, and collaboration during learning need to be improved (Asmuni, 2020). The limited creativity of teachers in packaging learning models to be applied in learning because of the sudden COVID-19 pandemic (Ratna et al., 2020). Low learning outcomes and student activity during the less-than-perfect learning process due to the COVID-19 pandemic (Agus et al., 2020). Some of the upper-class students have not reached the criteria that are expected to be a strong reason for conducting this research. The higher the activeness and problem-solving abilities of students, the higher the success rate of learning (Wahyono et al., 2020). The success of learning is supported by the selection of learning methods that invite students to study actively, in the era of the COVID-19 pandemic which causes teachers and students to be unable to meet face-to-face at school.

Google Meet is a video communication service developed by Google. Google Meet is a more powerful version than its predecessor Hangouts because it can be displayed on web applications, Android, and iOS applications (Hariyati et al., 2020). The main benefit of Google Meet is to help and make it easier for people, especially educators and students to hold online learning such as discussions or material delivery. In addition, the benefits of Google Meet can be seen from the many features provided (Gusty et al., 2020; Sadikin & Hamidah, 2020). Having the ability to conduct online meetings or meetings using a dial-in number, integrated with Google Calendar so that you can make meeting calls in just one click, and can share screens to view documents, presentations, or spreadsheets. Calls between all users are encrypted (Simamora et al., 2020). Providing convenience for the world of education (Atikah et al., 2021).

Knowledge of teaching methods is needed by the teacher because the success or failure of students to learn depends on whether or not the selection is appropriate (Pakaya, 2019). A learning method that can arouse students' motives, interests, or passions and ensure the development of student personality activities is the discussion method (Dwikoranto, 2011). The discussion method is a way of teaching that is characterized by an attachment to a topic or subject matter or problem, where discussion members honestly try to reach or obtain a mutually agreed decision or opinion (Widiarsa, 2020; Syafruddin, 2017). Teachers can guide and educate students to live in a responsible atmosphere, every student who speaks or expresses opinions must be based on certain principles that can be accounted for (Ika, 2020).

The method is a way or path that must be passed to achieve a goal. Some mean that the method is a means to find, test, and compile the data needed for the development of the discipline (Wahyono et al., 2020). In short, a method is a path to an end. The learning method is the method used by the teacher in establishing relationships with students during teaching, ways of presenting subject matter carried out by educators so that the learning process occurs in students to achieve goals. Therefore, the method in carrying out learning activities is very necessary to be able to develop positive attitudes of students easily desired by the teacher and the method is also able to be a way for success in carrying out learning.

Respecting the opinions of others, accepting the right opinion, and rejecting the wrong opinion are the characteristics of the methods that can be used to educate students with a democratic spirit and train students' speaking skills. So that an active student learning atmosphere can be achieved, discussions can use a variety of interesting learning models that motivate students and can be accounted for (Purba, 2020; Dwikoranto, 2022). The benefits that can be taken when students conduct online discussions are being able to reflect on their thoughts, being confident, and encouraging members to think critically. During the COVID-19 pandemic, activities that gather large numbers of people are prohibited because it will result in the spread of the Coronavirus getting out of control so face-to-face discussion activities are impossible to carry out (Haryadi & Selviani, 2021; Baber, 2020). Therefore, so that discussion activities during online learning activities continue to be carried out, the application of online discussion methods that utilize the Google Meet application is very necessary.

Activity is a condition in which students can work or try to be active. Learning is the process of changing behavior towards a better and relatively permanent direction and is shown in various forms such as changes in knowledge, understanding, attitudes, behavior, skills, abilities, habits, and changes in other aspects that exist in individuals who learn. The student learning activity can be seen from the involvement of students in various teaching and learning processes such as when students listen to lectures, discuss, make tools, make reports on the implementation of assignments, and so on (Alfiah & Dwikoranto, 2022). Aspects of activity in student learning activities there are 8 groups, namely: 1) Visual activities; 2) Oral activities; 3) Listening activities; 4) Writing activities; 5) Drawing activities; 6) Motor activities; 7) Mental activities; 8) Emotional activities (Viyayanti & Dwikoranto, 2021; Rahmadani & Anugraheni, 2017).

Problem-solving is a form of learning based on the constructivist paradigm. In problem-solving learning, students are required to actively think, and try out hypotheses and if they succeed in solving the problem, students learn and acquire new knowledge. Problem-solving, firstly, is defined as the process of solving problems, especially for questions that involve numeric. The second is a problem-solving strategy that is carried out in problem-based learning which is a form of active learning (Khotimah, 2021). Problem-solving learning is very potential for the formation of creative thinking, critical thinking, and productive thinking (Cahyono & Dwikoranto, 2021). Creative thinking describes thinking in many possibilities, expressing experiences in several different views, expressing unusual things, and leading to the formation of alternatives (Alfiah & Dwikoranto, 2022). Critical thinking describes the analysis and development of possibilities for contrasting ideas, and thoughts that can be used as material in making effective judgments and decisions. Productive thinking is expressed in the form of creating variations of ideas, creating unusual ideas, providing

opportunities to choose the best alternative activities, or providing arguments in determining a choice.

Learning to solve problems is the most complex type of learning because it is related to other types of learning, especially the use of existing rules accompanied by a process of analysis and inference. In this type of learning, a reasoning process is carried out which sometimes takes a long time, but with this type of problem-solving learning, children's reasoning abilities will develop (Ologele, 2022). Students' problem-solving ability describes the activities carried out by students during learning in elementary school. The observed competencies are adjusted to the learning steps that have been planned in the learning implementation plan. The indicators of problem-solving ability used are: 1) Understanding the problem; 2) Identifying the problem; 3) Exploring problem-solving strategies; 4) Executing resolution strategies; and 5) Looking back and evaluating the effect of problem-solving activities.

WhatsApp is an instant messaging application that is connected to the internet network that can be operated on Android smartphones, iPhones, and also on computers. WhatsApp has almost the same functionality as the messaging app on previous phones. WhatsApp is the most phenomenal application by having the most users in the world, the WhatsApp application beats the Blackberry Messenger messaging application and also other messaging applications in terms of the largest number of users in the world (Purwaningsih & Hadianti, 2022). WhatsApp application is currently very popular with smartphone users. The ease of communicating through the application makes it easier for users to exchange messages, send pictures, send sounds, send documents, to send locations where we are. Because of its convenience, this application is very popular, especially in the world of education. Even each person in the world of education makes a smartphone a must-have tool as communication tool, especially communication via WhatsApp. Communication can also be done in one group where each member of the group can view, send messages, edit, download, and communication between teachers and students, called WhatsApp Groups.

WhatsApp's ability to easily send documents, images, photos, and audio, is very helpful in the remote mentoring process. The role of WhatsApp here is very clear in bringing distance and time closer so that at a glance the information needed between teachers and students is conveyed properly. Students and teachers can communicate cheaply and easily just commit. Google forms are one of the survey needs administration applications and are included in the G-Suite along with Google Docs, spreadsheets, and slides. Useful tools to help us plan events, send surveys, give students or others quizzes, or easily efficiently gather information. Used to create questionnaire forms, collect data and information, organize business data quickly and digitally, and analyze response results from filling out formulas. Besides being easy and practical to do, data storage using this service is also real-time and can be accessed by anyone online (Prahani et al., 2021).

Based on this fact, a strategy is needed to able to increase student activity and learning outcomes in the current COVID-19 pandemic era (Harijanto et al., 2021; Ratna et al., 2020). One way that can be taken is by utilizing platforms that are suitable for online learning, namely using google meet in group discussions combined with WhatsApp and google forms (Nahariah, 2022). In applying this, the teacher acts as a mentor, and facilitator by providing opportunities for students to actively learn, discuss, practice problem-solving skills, and direct student learning activities according

to the objectives. The discussion method is one alternative to improve student learning outcomes, where the implementation section is divided into two, namely teacher performance and student activities. The application of the discussion method using video media can increase teacher activities, student learning activities, and student learning outcomes (Latifah, 2021). This condition wants to change teaching and learning activities from teacher-oriented to student-oriented (Zulfajri, 2016). Based on the advantages possessed, this method can be used as an alternative action to increase student activity and learning outcomes.

RESEARCH METHOD

Research Subject

The subjects of this action research were grade VI students of the Magetan Residency in the 2019-2020 academic year in 2nd semester, which in the implementation of online learning amounted to 35 students with the application of health protocols. Teachers continue to teach online from school, while students receive learning from their homes. Another thing that is taken into consideration is the existence of a moral obligation as a teacher to always strive to improve services to students so that student activity and learning outcomes can be improved even in the conditions of the COVID-19 pandemic.

Description Per Cycle

The research design developed in this study is the Kemmis & Taggart model where one research cycle consists of planning, action and observation, and reflection. Classroom action research is research with a series of cycles contained in it, the cycle is stopped if the indicators of success have been achieved.

The planning stage is the initial stage before taking action based on the problems that have been formulated. The purpose of the preparation of a plan is to prepare everything that supports research. Things that are needed and must be prepared in this research process include 1) Learning tools, covering the Learning Implementation Plan by implementing google meet learning in group discussions with WhatsApp and google forms. 2) Research instruments, including student learning activity observation sheets, google meet learning implementation observation sheets with WhatsApp and google forms, and problem-solving ability test sheets.

At the stage of implementing the action, implementing what has been planned in the previous stage, namely acting in class. The learning method with Google Meet is applied by the teacher based on the lesson plan. At this stage, the action must be following the plan but must seem natural and not engineered. This will affect the reflection process so that the results can be synchronized with the initial objectives of the research. In addition to the implementation of the action at this stage, observations are also carried out, where the implementation of the action requires collaboration between the teacher and the observer. The observation process was carried out by the researcher with the assistance of one observer to obtain more accurate data during the ongoing learning activities. Observations were made based on the observation sheet that had been made. At the observation stage, the observations made include observations of student learning activities and the implementation of learning.

At the reflection stage, an assessment of the results and data has been obtained in achieving the desired goals. Reflection is used to understand the process, problems, and various obstacles experienced in the cycle. Reflection is done by discussing with collaborators, namely teaching teachers, so that later a basis will be obtained to make

improvements to the plan in the next cycle if the learning activity of students still does not appear to have increased. However, if the active learning of students has reached the specified success indicators, the cycle is stopped.

Method of collecting data

The data collection method used in this study is the Observation Method and the Problem-Solving Ability Test Method. Measuring students' problem-solving abilities can be done through the provision of problem-solving ability tests. Problem-solving, in general, includes three steps, (1) presenting the problem, (2) determining the objectives and sub-goals and starting to solve the problem for the sub-goals, (3) assessing the difference between the current state and the desired state, looking for appropriate ways to reduce the problem. differences and evaluate the results.

Research Instruments

Research instruments are tools used to collect, process, analyze and present data systematically and objectively to solve a problem or test a hypothesis. The instruments used in this study were observation sheets and tests. In this study, there are two instruments used to obtain data regarding learning activities and problem-solving abilities likely in Table 1.

Table 1. Aspects of student learning activities and indicators.

No	Aspect	Indicator
1	Visual Activities	Reading, writing, observing experiments, demonstrations
2	Oral Activities	State facts, ask questions, express opinions
3	Listening Activities	Listening to the teacher's explanation
4	Writing Activities	Create a discussion report
5	Drawing Activities	Create graphs, diagrams, patterns
6	Motor Activities	Doing an experiment
7	Mental Activities	Solve the problem
8	Emotional Activities	Put interests and desires

Source: (Rahmadani & Anugraheni, 2017)

Problem Solving Ability Test Instrument, is a test used to determine students' problem-solving abilities after learning each cycle from cycle I and at the end of cycle II. The test is made referring to the basic competencies to be achieved, translated into indicators, and arranged based on a grid of questions.

Data Analysis Technique

Student learning activity data is an assessment of student learning activity based on the emergence of indicators of learning activity. The score for each statement is added up and divided by the maximum score for all statements. Then to obtain the percentage of learning activity scores, the results of the previous calculation are multiplied by 100% (Nuryadi et al., 2017).

After the data on the percentage of learning activity scores are obtained, the results can be compared with the average percentage of learning activity scores between cycles. So that it can be obtained data on changes in a student learning activity in each cycle, and it can be seen whether or not there is a change in the level of student learning activity. In addition, after the average value of the percentage of learning activity (P) is

known in the form of a percentage, it is necessary to convert it to determine whether the criteria for the level of student activity are very high, high, sufficient, low, or very low. Table 2 is guidelines of the "P" value.

Table 2. Conversion of student learning activities.

Criteria Percentage	Level
80% - 100%	Very good
70% - 79%	Well
60% - 69%	Enough
50% - 59%	Not enough
0% - 49%	Very less

Problem-solving ability data is used to measure the extent to which students' abilities during learning have been carried out through problem-solving ability tests. The analysis was carried out by quantitative analysis by determining the average test scores. The average test score is obtained from the sum of the scores obtained by students, then divided by the number of students in the class. The scoring of the test is based on the number of correct answers at the time of evaluation. The score used is from a scale of 0 to a maximum scale of 100.

Success Indicator

This Classroom Action Research is intended to increase students' activity and problem-solving abilities with indicators of achieving success: 1) The achievement of the percentage of student learning activities is at least 70.00%. This minimum success indicator number is based on the guidelines for the conversion of learning activities that the figure of 70.00% reflects the quality of student learning activities that are in good criteria. 2) Problem-solving ability is said to be successful if the increase in student learning outcomes of up to 70.00% of students in the class meets the minimum completeness criteria, namely 70.

RESULTS AND DISCUSSION

This classroom action research took place in two cycles. The following results have been obtained for two cycles.

Implementation of Google Meet Learning in Group Discussions Combined with WhatsApp and Google forms.

Observations on the implementation of the first cycle of learning reached 82.35%. Then the second cycle of the implementation of the learning model reached 88.24%. This means that this learning is done well and can be used as a basis for analyzing student learning activities through group discussions and the problem-solving abilities it causes.

Student Learning Activities

Data on the results of student learning activities were obtained from observation sheets filled out by observers during the learning process. The Table 3 are data from observations in cycle I and cycle II conducted by observers at the school where the study was conducted.

Table 3. Student activity cycle I and II.

Aspect	Cycle I				Cycle II			
	I	QA	A	VA	I	QA	A	VA
Achievement Indicator	16	2	5	11	7	0	11	17
Number of students Completed	23				28			
Total number of students	35				35			
Percentage (%)	66%				80%			
Achievement Category	Enough				Good			

Note: I=inactive; A=active; VA =very active; QA= quite active

Based on Table 3, it can be seen in the first cycle that student activity data reached 66% under sufficient criteria, in cycle II the percentage of student activity reached 80% under good criteria. There was an increase of 14%. So it can be concluded that the activeness of students has increased following the limits of the success indicator, which is 70%.

Problem Solving Ability

Data on learning outcomes of students' problem-solving abilities were obtained from the post-test results of each learning improvement. The post-test is given after the action or at the end of each cycle. The following is the data on the results of the problem-solving ability test in cycle I and cycle II, which will be described in Table 4.

Table 4. Scores of problem solving ability cycle I and cycle II.

Description	Cycle 1		Cycle 2	
Achievement	achieved	not achieved	achieved	not achieved
	22	23	30	5
Average value	69.5		80,25	
Completed Student	23		28	
Complete Presentation	65%		80%	

In the first cycle, the average value of students is 69.5, after the action is taken again in the second cycle, the average value is 80.25. The percentage of completeness in the first cycle reached 65%, and in the second cycle, it reached 80%. So it can be concluded that the learning outcomes of students' problem-solving abilities have increased following the limits of the success indicators, namely 70% of students completed with a minimum score of 70.

Discussion

Implementation of Google Meet Learning combined with WhatsApp and Google forms

Classroom action research is a way to solve problems in learning through action by studying social situations, understanding the problems, and then finding ways to overcome them which aims to improve and improve the quality of learning (Viyayanti & Dwikoranto, 2021). In the study, observations were made of learning with Google Meet due to the COVID-19 condition which requires the application of a health protocol to break the chain of transmission and is a treatment given to overcome problems that occur in the classroom used for research.

Observations of the implementation of Google Meet learning are carried out by observers. Observers make observations following the observation sheet that has been made by the researcher. Observation sheets were used during the research process in two cycles. In the first cycle, the Google Meet learning model was implemented 82.35%, the second cycle experienced an increase of 5.89% so 88.24% was implemented.

Cycle I

In the first cycle, the learning model with Google Meet reached 82.35%. This shows that learning with Google Meet has not been implemented optimally. The steps for implementing group discussions on the Google Meet model that have not been implemented are the teacher directing students to identify questions related to the concept of social science, the teacher guiding students to answer questions in the discussion, and the teacher giving awards to groups that perform well.

Learning with Google Meet is not carried out optimally because the quota used by students for the Google Meet application is large enough that the teacher rushes into learning so that the teacher passes these steps. Factors that caused learning not to be carried out optimally in the first cycle were used as evaluation materials so that the second cycle could be carried out optimally. The actions taken in cycle II so that the implementation of learning can be carried out optimally are as follows:

1. Set time efficiency during learning so that the time duration of each step in the learning model does not exceed the predetermined time limit and uses the time for other steps. So that all the learning steps with Google Meet can be carried out without exceeding the specified time limit.
2. Prepare more carefully, by making sure the teacher understands well every step in learning google meet and the use of WhatsApp and google forms is improved.

Cycle II

In the second cycle, the implementation of learning with Google Meet increased by 5.89% so the percentage became 88.24%. This shows that learning has been carried out well even though it has several shortcomings. The teacher guides students to answer questions in group discussions that have been carried out in cycle II. It has been seen during learning that the teacher directs students to identify questions related to concepts that have not been implemented and the teacher gives awards to groups that perform well. This is because when the stimulation video was shown, students only expressed confusion after receiving stimulation without being directed to identify questions, and at the stage where the teacher gave awards to groups that performed well, each group presented well.

Learning with Google Meet on Student Activities

Student activity is all student activities in the classroom during the learning process. Activities observed during the implementation of this learning are visual activities, oral activities, listening activities, writing activities, drawing activities, motor activities, mental activities, and emotional activities (Rahmadani & Anugraheni, 2017).

The measurement of student activity was carried out using an observation sheet filled out by the observer and an activity questionnaire given to students. Student activity data in the first cycle reached 66%, in the second cycle, it reached 68%, and reached 80%. The activeness of the questionnaire reached 70% for the first cycle and 86% for the second cycle. The use of two instruments to see student activity is because

the Google Meet application does not display student activity optimally and the signal quality is not conducive so most students turn off their cameras. The following describes in more detail the percentage of student activity in each cycle:

Cycle I

When given treatment to students in the form of applying a learning model with Google Meet in the first cycle, the percentage of student activity reached 66%. Students tend to have weaknesses in mental activities, namely analyzing material during discussions. Drawing activities, namely drawing about the subject matter. It is suspected that students rely on friends in one group and have found the material they are looking for so they are less enthusiastic to analyze the material collected from several learning sources. While in drawing activities, it is suspected that the pictures/charts of the material already exist in the teaching materials owned by students, so students are reluctant to redraw because they are not needed. This can be seen when students answer questions on their activity sheets.

In oral activities, only nine students asked the teacher about the learning materials. The few students who asked the teacher were suspected because the students were confused about what to ask. So students choose to be silent and just listen to what other students ask the teacher. To ask a friend is still a little predictable because students still doubt their friends' answers and may still not understand what will be asked. There are still students who do not respond to the teacher when asking questions, allegedly because they are busy with their work or the signal quality is not conducive.

In visual activities, I pay attention to when the other group is presenting as many as twelve students. Most students paid attention to the teacher when delivering the subject matter, namely fifteen students. At the time of the presentation, there were still few students who paid attention to the representatives of the presentation group. In the discussion session, students who discussed in an orderly manner were still half of all students. It is suspected that students are less focused on participating in group discussions during the discovery process, it is suspected that there are still at least students who read textbooks so students believe more in group friends who read books and prefer to get answers from friends rather than reading alone.

In listening activities, which listen to the teacher when explaining, most of the students have listened, namely fifteen students, but there are still some students who are busy with their activities. During the presentation session, there were still many students who did not listen to the group that was presenting. It is suspected that students are busy with their activities or the signal network is not conducive. The camera is turned off also makes it difficult for observers to observe student activity during learning.

In writing activities that record the subject matter, most of the students do not do it. It is suspected that students did not take notes because the material already exists in the teaching materials that have been distributed by the teacher throughout the classroom so that if there are additional notes, important notes are made in the teaching materials. Then in writing activities that summarize the material from the discussion as many as 20 students. This is because the activity sheet requires students to make summaries, but because the grammar is almost the same, it is suspected that students rely on other students in the group to make summaries.

In motor activities that prepare for learning, it can be seen when students who do not have cellphones or quotas visit their friends who have cellphones and quotas to study together. This shows the enthusiasm of students to take part in learning. In the mental activities that participated in solving problems in the discussion, there were fifteen students enthusiastic during discussions with the guidance of the teacher, and nine students who were enthusiastic in discussions with group members. This shows the enthusiasm of students during discussions when the discovery process is lacking. In emotional activities, twelve students received objections from other students. At least students on this indicator are suspected of other students not expressing their opinions or when they think there are no students who give rebuttals.

Some of the weaknesses in the first cycle are suspected that students are still shy to express their opinions and are still less enthusiastic about participating in learning. So students prefer to be silent and wait for other students to be active in learning. In addition, students are not familiar with learning with Google Meet so they still need to adapt to adjust the implementation of learning with Google Meet (Gunawan et al., 2020). In addition, the lack of cellphone facilities and quotas and signals that are not conducive are also determinants of learning.

Cycle II

In the second cycle, after the teacher made improvements from the deficiencies that occurred in the previous cycle, the maximum results were obtained. Where the percentage of activity has increased by 12% so that the results of the activity become 80%. This increase is following the success indicator, which is 70%. Thus, it can be said that overall through Google Meet learning, the teacher's role is only as a facilitator, not teacher-centered (teacher-centered) and it is the students who play an active role in finding and searching for what is needed in the learning process. The application of this learning model can increase teacher and student activities. Learning model has the advantage of a student- and teacher-centered learning process by simultaneously playing an active role in issuing ideas, so that the learning activity of students can increase (Dewi, 2020).

The use of Google Meet on Learning Outcomes of problem-solving skills

Based on the research that has been done, the results show that the use of learning with Google Meet in elementary school students can improve student learning outcomes. Details of student learning outcomes can be seen in Table 5.

Table 5. Problem solving ability.

Student Learning Outcomes	Cycle I	Cycle II
Lowest Value	50	65
The highest score	90	95
Number of Completed Students	23	28
Number of Students Unfinished	12	7
Average	69.5	80.25
Percentage of Completeness (%)	65%	80%

Based on Table 5 in the first cycle that was given treatment, the post-test was attended by 35 students 12 students who had not completed it, and 23 students completed it with the highest score of 90 and the lowest score of 50. In the second cycle

that was given treatment, the post-test which was followed by 35 students was 7 students have not completed and 28 students completed with the highest score of 95 and the lowest score of 65.

So that the research is completed in cycle II and it can be said that the use of learning with Google meet can increase the value of the results of students' problem-solving abilities. The implementation of learning by applying the Google Meet model to improve student learning outcomes (Ibad et al., 2020). The implementation of the Google Meet learning model can also increase students' reading interest. Students are required to investigate and find knowledge, of course, this can be achieved through the learning process, especially reading. In the process of investigating and discovering knowledge, students will feel happy when they succeed. This is what is considered to be a trigger for students to be able to increase their reading interest because they are successful in reading.

CONCLUSION

The use of Google Meet learning in group discussions combined with WhatsApp and Google Forms can increase student activity and problem-solving skills. The increase in student activity is indicated by the increase in the percentage of student learning activity. Sufficient category in the fisrt cycle, and good category in second cycle. Based on the results of the research and discussion that have been described, input and suggestions can be given for future research, namely: Teachers should try other learning models by applying learning models such as problem-based learning, inquiry learning, jigsaw, and others to increase student activity and learning outcomes.

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