



## 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

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