Jamboard as a German Language Learning Media

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Abstract: Since the enactment of regulations for online teaching and learning activities as a result of the emergence of the COVID-19 pandemic, educators must be more creative and optimal in using technology in the process of delivering learning materials. Technology products in the form of learning media can further optimize the online learning process. With so many available learning media, educators can choose to use media that match the lessons to be delivered. Learning media that can optimize teaching and learning activities, one of which is Google Jamboard. Jamboard is a medium similar to a whiteboard with the support of several other features. Through Jamboard, online learning activities can be made easier because of the support of features in the form of pens, markers, highlighters, erasers, and laser pointers that make it easier for educators to explain the material to students. The same is true for students of the 2020 German language education study program, where they use Jamboard as a means to create new, more varied materials with the help of these features, especially in compiling exercises for German writing skills.
Keywords: Jamboard, learning media, German

Introduction

Google Jamboard is a web application, which requires a very little quota to use (Christiana, 2021). Google Jamboard, one of Google's products that prioritize online learning, is often used as an alternative to digital whiteboards by teachers to deliver the material. Christiana (2021:124) suggests that Google Jamboard can create face-to-face interactions in cyberspace by utilizing the Google Meet application to be more creative. and various. Google Jamboard carries the slogans “Simple as a whiteboard, but smarter”, “Share ideas in brainstorms or lectures”, and “Students can jam from anywhere”, explaining that this web-based application is the right choice for implementing fast online learning. unattractive and interactive because teachers can engage actively with their students even through distance learning. Technological progress is one of the important factors in the life of the millennial generation, especially in the field of education (Nadeak, 2021: 436). This is even supported by the emergence of the COVID-19 virus at the end of 2019 which will continue until 2022, which changes education systems throughout the world, which must be able to adapt quickly from face-to-face learning or education systems to digital technology-based learning/education systems. There are many technological media that teachers can use as a means of delivering material to their students. One of those media is Google Jamboard.

According to Hamidjojo, the notion of media is all things that can be an intermediary so that people can convey ideas or ideas and can be accepted by the recipient. Blacks and Horalsen stated that the media is a means of communication that is used to convey messages between communicators and communicants. While the notion of learning is the activity of delivering material to learners. Learning can also be interpreted as a process of delivering messages between educators and students through interaction. According to Ruth Lautffer (1999), that learning media is a tool that helps educators during the learning process to convey learning materials, increase student creativity and increase student focus in the learning process. So, the notion of learning media can briefly be defined as something in the form of tools, materials, or circumstances that are used as communication intermediaries in learning.

Along with the variety of learning media that arouse students' interest in learning German. German is one of the 11 most used languages in the world. In 2019 a study by Ulrich Ammand revealed that 289 million people had learned German. Around 130 million people living in Germany, Switzerland, Luxembourg, Belgium, Liechtenstein, and Italy use German as their mother tongue or as a second language used in their daily activities. Based on the results of a periodic survey conducted every 5 years by Deutsche Welle, the Goethe Institute, and the DAAD in Berlin "German as a foreign language worldwide" stated that as many as 15.4 million people studied German, then in 2000, the number increased, which was around 20.1 million people where the data does not include those who are self-taught. German is one of the study programs in the Department of Foreign Language, Faculty of Languages and Arts at the State University of Medan, namely the German Language Education Study Program. Therefore, as a fairly effective learning medium, Jamboard can be used in German teaching and learning activities, but before that, it would be better if educators and students were more familiar with Jamboard as an easy, creative, critical, and digital-based learning medium.

Theoretical framework

Jamboard

According to Kompas.id (2017), Meetings and briefings are very important for company teams to exchange ideas and make their work more collaborative and productive. Google is redefining what a "meeting" is. With this in mind, Google introduced Jamboard, a digital whiteboard that makes it easy for internal teams to share ideas in real-time. The Jamboard is a 55-inch touchscreen that resembles the giant iPad or giant tablet that debuted last October. Google announced the latest developments on the device at the Google Cloud Next event on Thursday (9/3) at Moscone Center West in San Francisco, USA. Google Jamboard, powered by Google Cloud, makes learning and teaching more engaging, and of course, increases student collaboration and engagement. Jamboard uses a device called Microsoft's Surface Hub with a 4K display. This device is a device that allows the user to draw or write on the screen. From the front, the device looks like a regular TV with thick bezels, similar to a giant tablet mounted on a pedestal on wheels. Quite thick when viewed from the side and rear. Jamboard has a stylus that looks like colored pencils at first glance, allowing you to write and draw. When testing the device, it worked seamlessly and felt intuitive. The screen can accept 16 touch points at once, so pinching is smooth and two people can do it at the same time. The Jamboard is also a video conferencing device as it has the camera in the center of the top bezel. The device recognizes handwriting and can also recognize shapes drawn on the screen. There are also a microphones, NFC, HDMI, and USB ports. The advantage of this device is that it is optimized and syncs with enterprise applications (in this case G Suite like Hangouts) as well as Docs, Sheets, Slides, and Drive. With the support of this cloud service, it's not a problem for Google to call up Jamboard the same way you move your whiteboard to the cloud.

Face-to-face virtual meetings are more effective when distance learning uses Google Jamboard media (Permendikbud 2018 No. 37). The advantage of Google Jamboard media in learning German is its role as a media to support discussions. Because learning German is not as effective as learning a language, which requires explanation, just by speaking in a meeting. requires Google Media Jamboard, provided free by Google. You can use Jamboard to write essays, jamboard works like a digital board that stimulates your ability to speak well. using Jamboard for distance learning can foster a collaborative spirit in students during distance learning.

Jamboard makes learning visible and accessible to everyone during jam sessions (https://edu.google.com/intl/ALL_id/jamboard/), saves on stationery usage, writes in real-time, auto-save, and has enough pages and can be shared as long as you are connected to the internet.

Learning media

The word media was first known in Latin and is the plural form of the word medium which means intermediary or introduction. Quoted from the Association for Educational Technology and Communication in America, choosing the media as all forms and channels used by all general audiences to deliver messages or information. Gene (1970:1) (in Sapriyah 2019, 472) describes the media are various types of parts in the learner's environment that will be able to stimulate him to learn. Then Briggs (1970: 1) (in Sapriyah 2019, 472) suggests that the media are all physical tools that can display messages and inspire students to learn. Books, newspapers, E-books, cassettes, and others are some examples of learning media. If we pay attention to the development of learning media, at first it was only used as an auxiliary medium in the teaching and learning process. Devices used as visual devices, such as pictures, objects, models, and other devices present actual experiences, encourage learning, and deepen the absorption and storage of students' learning intentions.

From 1960-1965 the wider community began to see students as a valuable component in the learning and teaching process. And the teachings of B.F. Skinner (1950:9) (in Sapriyah 2019,472) began to influence the use of media in the teaching and learning process at that time. This theory invites us to see students more in learning activities. Based on this theory, forging students is changing student behavior. This behavior improvement must be embedded in students which will become a habit. From 1965-1970, the systems approach began to show its influence on the teaching and learning process. This system approach welcomes the use of media as an integral part of learning activities. Each learning activity must be arranged systematically and focus attention on students. Learning activities are structured based on the needs and characteristics of students. In the preparation of this plan, the media to be used and the steps for their use have been evaluated and determined appropriately. Sapriyah (2019:470-477) suggests that initially teachers and video visual experts welcomed this change. The teachers began to discuss the objectives of the learning process based on the behavior of students. To achieve the learning objectives, media devices began to be used. The teachers realize that the way students learn is different, some students understand more quickly through visual media, some other students understand more quickly through audio media, and some other students are happier through print media, and others. Thus was born the process of teaching and learning activities through the media.

Following are the characteristics of learning media. Gerlach and Ely (1971:15) (in Sapriyah 2019, 472) found three characteristics of the media used as an indication of why the media is used and what media can do that allows less efficient teachers to carry out learning activities.

1. Fixative Property

This feature is the ability of the media to record, preserve, store, and reconstruct a subject, situation, or object. An event or object, situation, or object can be rearranged with media according to film, audiotape, photography, computer diskette, and videotape. Something can be easily reproduced anytime and anywhere if the event or object has been recorded with a camera or video camera. This feature is very useful for teachers because of the many events or objects that have been recorded or stored in a media format that can be used at any time. Events that only happen once in a decade or century can be immortalized and set to be reused in the learning process. So with this feature, the activities of students can be recorded and stored so that they can be observed and criticized again by students independently or in groups.

2. Manipulative Property

Manipulative characteristics allow the transformation of an event or object because events or objects that occur during the day can be conveyed to students in just two to three minutes, using time-lapse recording techniques. For example, the process of larvae becoming a cocoon, and finally turning into a butterfly can be accelerated by using the time lapse recording technique.

3. Distributive Property

Currently, the distribution of media is not limited to a school located in a certain area, but also with this media, for example, computer diskettes, video recordings, and audio recordings, can be disseminated all over the place. If the information has been recorded once in any media format, it can be printed as much as possible and can be used simultaneously in various places or used

repeatedly. The stability of the recorded information will be ensured the same or almost the same as the original.

Hamalik (1986:19) (in Sapriyah 2019, 472) explains that the use of learning media in learning activities can bring new desires and interests to students, and can have a good influence and provide motivation to students. The use of learning media at the initial stage of the teaching and learning process will greatly help increase the effectiveness of learning activities and the expression of messages and learning content at that time. Learning media can also be used by students to improve understanding, convey data interestingly dan reliably, make it easier for students to interpret data, and condense information. In line with the above description Yunus (1942:78) contained in his book Attarbi yatu waata'liim stated as follows: *"Sesungguhnya media pembelajaran paling luas pengaruhnya untuk indera dan dapat menjamin pemahaman. Orang yang melihat dan mendegarkan tidak mungkin sama tingkatannya dengan orang yang hanya mendengar saja dan bertahan pada pemahamannya sendiri."*

Then there is Ibrahim (196:432) (in Sapriyah 2019, 472) who reveals how special learning media is because *"*Learning media provide and animate feelings of happiness and joy for students and increase student enthusiasm, help advance knowledge in students and generate motivation in the teaching and learning process*".*

Furthermore, Levie & Lentz (1982: 20) (in Sapriyah 2019, 472) reveal four functions of learning media in learning activities, namely; 1) attention function, 2) affective function, (3) cognitive function, and (4) compensatory function. Learning media serves instructional purposes, where the information presented is contained in the media, it is obligatory to involve students both in real activities or in their minds. learners. The material must be arranged more systematically dan psychologically that can be viewed in terms of learning principles to present effective instruction. Besides being fun, learning media must be able to provide experiences that inspire the enthusiasm of individual learning students.

The impact of learning media on learning activities, is as follows:

1. Expression of learning becomes more formal
2. Learning activities are more interesting
3. The teaching and learning process becomes more interactive
4. Study time can be shortened
5. The quality of learning outcomes can be improved
6. Teaching and learning activities can be modified according to the character of the students
7. A Positive attitude of students towards what they understand about learning activities
8. The role of the teacher can change for the better, the burden of the teacher in explaining the content of the material can be lightened so that the teacher can focus attention on other important aspects, for example; student consultants and advisors.

German language

German is one of the most widely spoken languages on the European continent. In some countries other than Germany, for example, Switzerland, Austria, Belgium, Luxembourg, and Italy, they often use German as a substitute for their mother tongue in life of the people there. Universally German is very widely used in the sectors of education, work, science and technology, tourism, arts, and culture. German is the second most important language in the field of science. In the world rankings, Germany is in third place in the contribution of scholarships for research and science to students outside Germany, including Indonesia. For a long time, Germany has often provided scholarships for Indonesian students to get the opportunity to study and learn German language and culture through student exchanges. Based on data from research in 2020 conducted by *Deutsche Welle*, *Goethe Institut,* and *DAAD*, it is said that around 15.4 million people are interested in learning German, but this data does not include people who learn German independently. (Source: https://www.dw.com).

Currently, Germany provides opportunities for young foreign nationals to have the opportunity to take part in a vocational education program (*Ausbildung*) so that they can

immediately work in Germany or return to their home country and work according to the field they learned during their education in Germany. Not only in terms of education, but Germany is also a country with a tourism center in the European region after Britain and France. In addition, Germany is famous for famous writers, artists, and scholars who were born there such as *J.W. von Goethe, Friedrich Schiller, Gunther Grass, Heinrich Heine, and Ludwig van Beethoven*. In terms of the economic sector, several German companies in Indonesia have made a major contribution to the running of the economy in Indonesia.

According to data from the website *gurukemdikbud*, German is one of the languages studied in schools in Indonesia, especially at the high school level or equivalent. German language learning is not only focused on language skills but also on developing students' insight, character, and personality. Through German, students get the opportunity to equip themselves in preparing for the future to seize opportunities in all fields. German encourages students to better understand the outside world, can think outside the box, think critically, improve cognitive, and linguistic abilities through observation, analysis, interpretation, collaboration, implementation, and problem-solving activities. In addition, German helps students to know about global diversity to prepare themselves to become global citizens who can adapt.

Most people learn a new language other than their mother tongue, when they have the motivation to be able to visit the destination country, either intending to continue their education, work, or just wanting to travel there. Likewise, German, which is the most widely spoken language in Europe, attracts many people to learn the language. (Source: https://ehef.id).

Quoted from the website *www.goethe.de*, in this era of globalization, the world seems to have no more boundaries so that everyone has the opportunity to be able to communicate with anyone without having to be hampered by time or region. So that it will expand their connections and help them face the future with the provision of knowledge of foreign languages. Therefore, very many high schools have a curriculum that contains German subjects because the language has several advantages that should be considered. Here are some reasons why Indonesian students need to learn German as follows:

1. There is an opportunity for an exchange program in Germany
2. Assist in communicating with business partners who speak German
3. Increase career opportunities widely by working in German companies in Indonesia
4. Can travel and get a career in tourism by becoming a staff or tour guide
5. Opportunity to contribute to science and technology
6. Understanding multilingual communication, because Germany ranks sixth out of a total of 87 countries that publish new books per year
7. Gain insight into the lives, hopes, and dreams of people who speak German
8. Enjoy literature, music, art, and philosophy
9. Opportunity to study and work in Germany

When we hear the word German, we automatically think about technology, because Germany is one of the developed countries on the European continent that puts forward technology. We know that many inventors came from that country. On the other hand, Germany has a tourist attraction for its beautiful natural scenery and amazing history to learn more about. Therefore, many benefits can be obtained from studying German, for example, increasing knowledge of Europe, having the opportunity to study abroad, especially in Europe, facilitating access to vacations in Europe, a language that is often used in the field of technology, can increase self-confidence, having artists and writers who are well-known, and has an amazing culture such as a high concern for the environment. (Source: *www.kompasiana.com/*)

Teaching German in the German Education Study program aims to make students skilled in communicating both orally and in writing, where the skills that are required to be mastered by students are listening (*Hörverstehen*), reading (*Leserverstehen*), speaking (*Sprechfertigkeit*), and writing (*Schreibfertigkeit*). With the rapid development of technology that is present in almost every field of human life, especially education. One form of technology that helps teach German

learning is the Jamboard learning media. Jamboard can connect people who are separated, because Jamboard is an e-learning-based learning media.

Based on the author's experience, Google Jamboard can be used in learning German, especially in writing skills (*Schreibfertigkeit*). According to Wicke (1993:35) "*Schreiben ist eine uβerest komplexe Fertigkeit, die sich nur durch eine systematische Vermittlung und Schulung erlernen läβt*", which means that writing is a complex ability which involves the linking of other skills so that it requires conducive and systematic. Therefore, one way that can help students master and improve writing skills is to use Google Jamboard. As described in the discussion above, Google Jamboard has many features that support students to be able to communicate in real-time in written form. (Source: https://edu.google.com/).

One example that the author has done is using the Jamboard media when studying the *IT im Deutschunterricht* course, where students are required to be able to produce learning materials using Google Jamboard and be able to explain them again through presentations in class. Furthermore, the authors get results that are relevant to the use of Jamboard media with these courses due to the many features such as presentation slides, various fonts, many color backgrounds, and various shapes so that it looks attractive and looks like a digital whiteboard because it can be edited directly by all users. Jamboard.

Using Jamboard in German learning

There are several ways to access the Google Jamboard page, including:

1. Go to page https://jamboard.google.com
2. Sign in using a Google email account.
3. If you want to open via Google Drive, click (+) then select Google Jamboard.
4. Click the three dots and select Whiteboard to type directly when you meet face to face with Google Meet then go directly to the main page of Jamboard.

There are several tools you can use to fill out your digital whiteboard.

1. The pen whose function is to write manuals has a choice of pen sizes and colors. With a mouse, it will be difficult to use only this pen tool.
2. Erase is used to erase what is written on your whiteboard arrows to reset the mouse function.
3. Sticky Notes, to record examples of questions or texts that the teacher will send to students or vice versa students can provide answers.
4. Add an image, to add image to the whiteboard. Images can be obtained from the device or from the Google search engine.
5. Shape, to add an object shape with the available options. Just choose from the available shapes, including circles, squares, triangles, parallelograms, and more.
6. Text box, to add text that can be written by the teacher to explain the material, ask questions, and invite students to discuss.
7. Laser, is used as a pointer to display the material being described. This tool can be used to fill in digital whiteboards during distance learning, when teachers and students meet face-to-face, for example by google meet, zoom, or other means.
8. To invite students to actively participate in learning by participating in replies, discussions, adding pictures, or otherwise, students must have access to open and edit the teacher's Open Jamboard.

Based on the steps in using the Jamboard described above, the author assumes that the Jamboard can be used in learning German, especially for writing skills, because the features of the Jamboard such as pens, markers, and lasers function as word pointers. The following is an

implementation of the use of Google Jamboard by students of the German language education study program in 2020, in making materials related to writing.

The question is about the German language subject matter, namely *negation* or negative statements. In this question, the colorful left part is filled with nouns, verbs, and adjectives. While the one on the right contains the different *negations*, namely *nicht, keine, and kein*. This question aims so that students can group the types of words on the left to be entered into the box on the right, by moving the word. Any student connected to Jamboard can edit the contents of the Jamboard including changing the location of sticky notes.

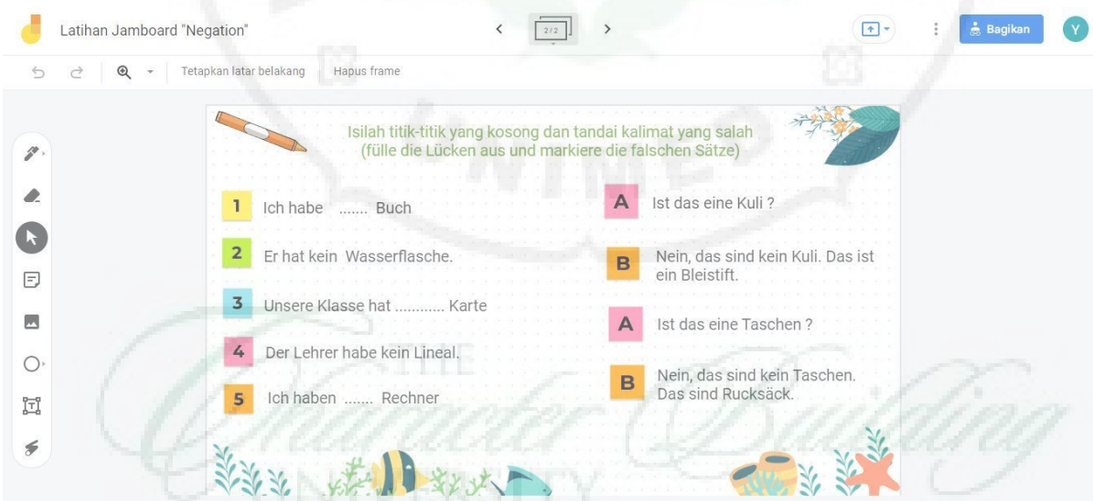

Figure 2 Examples of German Questions About *Negation* in the Form of Sentences

Slightly similar to the previous question, where the question above is also related to *negation*, but the form of the question is in the form of slack and conversational sentences. As seen above, on the left, the question numbers use the sticky note feature and then use the text box for the questions themselves. The question in the form of a blank sentence is intended so that students can fill in the dots on the question using a pen or text box as well. Then the one on the right is in the form of a conversation where there is an error in using *negation*, so the teacher can ask students to analyze and then mark the wrong word or sentence in the conversation using a highlighter or laser point.

Conclusion

Based on the above theory, we can conclude that Google Jamboard is one of Google's company products which is quite often used as an alternative in online learning in the form of a digital whiteboard that can help teachers deliver the material. The advantage of Google Jamboard media in learning German is as a means to support discussion in teaching and learning activities. Because learning German becomes effective when accompanied by two-way interaction, namely by requiring media in the form of Google Jamboard which has been provided free of charge by Google.

The teacher knows that each student's way of learning is different, some students are easier to understand through visual media, some other students are easier to understand through audio media, while others prefer print media. Therefore, the process of teaching and learning activities often uses the media. Learning media has a function as a giver of instructions, where the information contained in the media requires students to participate in interacting directly. Besides making it easier for students to learn, learning media as much as possible can raise the spirit of individual learning of students. One of them is also learning German at schools and universities. According to the website *gurukemdikbud*, German is one of the most studied languages in schools in Indonesia, especially at the SMA/SMK/MA level.

One of the uses of Jamboard by students of the 2020 German language education study program is to create new material related to German language skills, one of which is writing. Students are asked to be as creative as possible in compiling the learning media. Through the experience gained by the author in using Jamboard to make questions in the form of missing sentences, interrogative sentences, matching, marking sentences, and compiling sentences. Several features such as pens, markers, highlighters, paintbrushes, erasers, sticky notes, images, shapes, text boxes, and laser pointers can help educators in delivering material. And the most interesting thing is that there are features in the form of laser pointers and highlighters that can mark and point to words or sentences in German that educators want to explain to their students. Likewise in the use of pen and marker features can be used by educators and students if they want to write or scribble on words/sentences on the Jamboard digital whiteboard. Educators can also use sticky notes to make exercises in the form of matching words, or use text boxes to create new sentences. Thus, Google Jamboard can be used as a tool in the online teaching and learning process.

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