

Utilization of Google Classroom in Islamic Religious Education in Higher Education during the Covid 19 Pandemic

Achmad Junaedi Sittika^{1*}, Muhamad Taufik Bintang Kejora², 

^{1,2} Faculty of Islamic Religion, Singaperbangsa Karawang University, Indonesia

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ABSTRAK

Kondisi pandemi Covid 19 mengharuskan guru untuk menggunakan teknologi dalam pembelajaran daring. Penelitian ini bertujuan untuk menganalisis perencanaan, pelaksanaan dan evaluasi pendidikan agama Islam berbantuan media kelas Google. Penelitian ini dilakukan dengan menggunakan metode deskriptif kualitatif dengan melibatkan 87 mahasiswa. Pengumpulan data dilakukan melalui survei, wawancara, dokumentasi, dan observasi. Analisis data dilakukan dengan teknik deskriptif kualitatif dan triangulasi. Hasil penelitian menunjukkan bahwa penggunaan Google Classroom dalam pembelajaran Pendidikan Agama Islam secara bertahap mampu meningkatkan kualitas pembelajaran. Hal ini didukung oleh perencanaan yang baik, keterampilan mengajar yang kompeten, pelaksanaan pembelajaran yang sistematis, dan evaluasi yang terukur. Proses pembelajarannya demokratis, humanis dan teknologis. Siswa diberikan inisiatif, inovasi, kebebasan berkreasi sehingga dapat menumbuhkan motivasi, kesadaran, kemandirian, dan kebersamaan dalam belajar. Di sisi lain, mendorong tujuan pembelajaran dengan menerapkan kontrak kuliah yang ketat dan sanksi yang tegas bagi siswa yang mengabaikan pembelajaran yang telah disepakati. Pembelajaran online menggunakan Google classroom mampu meningkatkan kualitas dosen mengajar, interaksi atau aktivitas mahasiswa dalam pembelajaran, kedisiplinan, ketepatan waktu tugas, kuantitas mahasiswa yang bertanggung jawab, kehadiran mahasiswa dalam rapat melalui Google Meet, interaksi mahasiswa dalam pembelajaran dan meningkatkan pembelajaran mahasiswa hasil.

ABSTRACT

The Covid-19 pandemic condition requires teachers to use technology in online learning. This study analyses the planning, implementation and evaluation of Islamic religious education assisted by Google class media. This research was conducted using a qualitative descriptive method involving 87 students. Data was collected through surveys, interviews, documentation, and observations. Data analysis was carried out using qualitative descriptive techniques and triangulation. The results showed that the use of Google Classroom in learning Islamic Religious Education gradually improved the quality of learning. It is supported by good planning, competent teaching skills, systematic learning implementation, and measurable evaluation. The learning process is democratic, humanist and technological. Students are given initiative, innovation, and creative freedom to foster motivation, awareness, independence, and togetherness in learning. On the other hand, they were encouraging learning objectives by implementing strict lecture contracts and sanctions for students who ignore agreed learning. Online learning using Google classroom can improve the quality of teaching lecturers, interaction or student activities in learning, discipline, timeliness of assignments, several responsible students, student attendance in meetings through Google Meet, student interaction in learning, and student learning outcomes.

1. INTRODUCTION

The Covid-19 pandemic has rapidly been able to revolutionize the face of learning in higher education (Owusu-Fordjour et al., 2020; Sögüt et al., 2021). More than 4,000 higher education institutions have switched to online learning methods and it is estimated that there are more than 7 million students and around 300 thousand lecturers holding online classes (Rustandi, 2020). In fact, it is reported that around 97% of universities have adopted online learning (Indrawati, 2020). Singaperbangsa Karawang

*Corresponding author

E-mail addresses: achmad.junaedi@staff.unsika.ac.id (Achmad Junaedi Sittika)

University (UNSIKA) as one of the public universities in West Java, noted that no less than 18,766 students and 488 lecturers had to switch to online or online learning to minimize transmission and to optimize the learning process during the Covid-19 pandemic.

The learning from home policy motivates lecturers to be able to adapt and innovate to prepare online learning. Lecturers as professional educators are required to be able to choose and design online learning with appropriate, effective and efficient media (Aini et al., 2020; Huang, 2020). In other words, the condition of the Covid 19 pandemic with school from home is an opportunity for higher education to transform technology and start opening classes that utilize technology (Meulenbroeks, 2020; Ostapenko et al., 2020). At present, with the presence of various applications or learning platforms and online social media, the question also arises, what media and what is an effective strategy in online learning? And how in the era of technology 4.0, learning is able to facilitate and shape students who will later enter the industry and be ready for digital media that continues to grow (Hapsari & Pamungkas, 2019; Radović et al., 2021; Taufik, 2020).

The results of the study state that the challenge for universities today is connecting digital literacy in the education system (Reginasari et al., 2020). In this case, internet media literacy is important for students (Park et al., 2020; Samsudin et al., 2019). Internet media that provides various means of learning can be properly utilized by students. Other research explains how students in the cyber era make new media their primary needs, so that students are very close to the internet and have high dependence (Miller et al., 2020). During the introduction of learning from home, there are several methods in carrying out the learning process (Ellis & Bliuc, 2019). Some learning can be done by sharing information via Whatsapp, through virtual eyes via video Zoom, or online learning platforms such as Rumah Belajar, Kahoot, Edmodo, and others (Djannah et al., 2021; Okmawati, 2020; Widyaningrum et al., 2020). As for the Islamic religious education lecture, in the first semester of the pandemic, it used WhatsApp and zoom as a learning platform. Although learning can take place, new problems arise, namely network constraints, limited internet quota, and inflexible learning time because it takes place synchronously. In addition, there are difficulties in evaluating the competence and achievement of lectures.

It is undeniable that the current generation of students is very familiar with internet technology which allows them to quickly and easily access various information on games, entertainment and learning (Ana & Achdiani, 2017; Rimawati & Wibowo, 2018). Even during the pandemic, the government was growing and increasing opportunities for access to learning through free quotas and the addition of supporting digital platforms. The challenge is whether students use technology and their smartphones to optimize learning? Research explains the inability of students to use technology for learning purposes due to the insufficient and scarce introduction of technology to encourage learning (Salam, 2020). Thus, the fact is that they are not illiterate with technology, but rather because they have not utilized technology for learning purposes (Kivunja, 2015; Winter et al., 2021).

One of the platforms used as an effort to optimize Islamic religious education learning at the Singaperbangsa Krawang University is by utilizing the Google classroom. Research reveals that students' literacy skills can be seen from the use of new media, one of which is Google Classroom (Sutrisna, 2018). This internet literacy ability is able to make students more connected to new media (Park et al., 2020; Samsudin et al., 2019). Through the use of the Googleclassroom application, it aims to make it easier for educators to manage learning and convey information accurately to students. Google classroom assisted online learning, making students comfortable to actively build their knowledge (Ali & Maksum, 2020; Hidayati et al., 2020). Educators can also take advantage of various features found in the Google classroom application such as assignments, assessments, communication, time fees, course archives, mobile applications, and privacy (Haka et al., 2020; Kumar et al., 2020).

Google classroom facilitates students to learn independently, be actively involved and stimulated to have the motivation to develop technology-based learning because most young students tend to use technology in their daily lives (Khalil, 2018; Soni et al., 2018). With learning assisted by Googleclassroom media, learning can be designed in synchronus or asynchronus. This also makes the teaching and learning process successful in the digital era in the era of the industrial revolution 4.0 which demands mastery of competence, the ability to adapt to new technology and global challenges (Santosa et al., 2020; K. W. A. Siahaan et al., 2021). Other research found that Google Classroom can create a new learning environment for students and educators where they do not see each other directly (Ali & Maksum, 2020; Romero-Rodríguez et al., 2020). This can stimulate students to ask more questions about the material being picked in the application. Students can also discuss the answers to each question from their friends. Educators will control questions and answers from students. This means that when students have gone off track, educators can redirect their students to the right track.

The use of asynchronus learning platforms such as the Google classroom in learning show the need for emphasis so as to encourage increased participation, collaboration, independence, awareness, and self-

confidence (Alimin & Saad, 2019; Sukmawati & Nensia, 2019). Learning management is needed that opens opportunities for students to reduce anxiety that has hindered their participation even though learning is carried out online or without face to face. Google classroom can be an effective and efficient alternative solution to this problem. The current study investigates students' use of Google Classroom and their experiences of how the application has helped teachers and students optimize and maintain the achievement of Islamic learning goals in tertiary institutions. This study aims to obtain information and describe the planning, implementation and evaluation of Islamic religious education assisted by Google classroom media at Singaperbangsa Karawang University.

2. METHOD

This research is a qualitative descriptive study involving 87 students from 3 classes in the Informatics Engineering study program, Faculty of Computer Science, UNSIKA. Data collection was carried out through surveys, interviews, documentation, and observations. The instruments used were questionnaires via google form, documentation of checklist sheets, interview guidelines, and observation sheets. Sources of data are students, lecturers, the person in charge of the general compulsory subjects of Islamic Religious Education, and the Coordinator of the PAI Study Program and the Computer Science Study Program.

Likert scale questionnaire (1-5) was used to collect data on lecturers' teaching performance which was filled out by students. The lecturer's performance in learning includes opening and closing learning, explaining skills, questioning skills, strengthening skills, using learning media, small group discussion guiding skills, classroom management skills, variety skills, and individual and small group teaching skills. While student activity is measured classically through an assessment in the form of a percentage based on observations carried out at every meeting that includes student involvement or activity in learning, discipline, timely collection of assignments, quantity of students who collect assignments, student attendance in meetings via googlemeet, student interaction in learning and improving student learning outcomes from time to time. And the evaluation of learning outcomes is based on six assessment points including individual assignments, group assignments, presentations, exercises, midterms, and final exams with an assessment scheme using a scale (1 – 100) show in Table 1.

Table 1. Verbal Interpretation

No	Interval	Value (%)	Interpretation
1.	1,00 – 1,80	20% - 36%	Bad
2.	1,81 – 2,60	37% - 52%	Less
3.	2,61 – 3,40	53% - 68%	Fairly
4.	3,41 – 4,20	69% - 84%	Good
5.	4,21 – 5,00	83% -100%	Very Good

The data were analyzed to determine the average score of each item. Then, to identify the verbal interpretation of the average score range, the Bringula interval on a 5-point scale was used (Sefriani et al., 2021). Open questionnaires were analyzed using thematic analysis. Qualitative data were analyzed by descriptive and triangulation techniques to obtain accurate and accountable data by matching the data obtained through surveys, interviews, documentation and observations which were monitored and guided by the research team (Creswell, 2014).

3. RESULT AND DISCUSSION

Result

Online learning has been promoted and implemented since the beginning. In the first semester, online learning is carried out using whatsapp media and zoom meetings. However, after the evaluation, it turns out that there are weaknesses so that a more flexible and effective platform or application is needed in optimizing online learning. Google classroom was also chosen with various references and considerations because of its perceived usefulness beforehand. In the early semesters, online learning was not carried out optimally because it was still trial and error and incidental with the help of whatsapp and zoom media. When the google classroom is used as a medium, systematic planning, effective and efficient implementation, and measurable evaluation are carried out (Jenny, et al., 2016).

Based on the results of observations of online learning carried out by students using the Googleclassroom, it can be described that learning PAI through the Googleclassroom can gradually improve the quality of learning. This is indicated by the increased involvement or activeness of students in

learning, discipline, collection of assignments on time, the quantity of students submitting assignments, attendance of students in meetings via Google-eet, student interaction in learning and increased student learning outcomes from time to time.

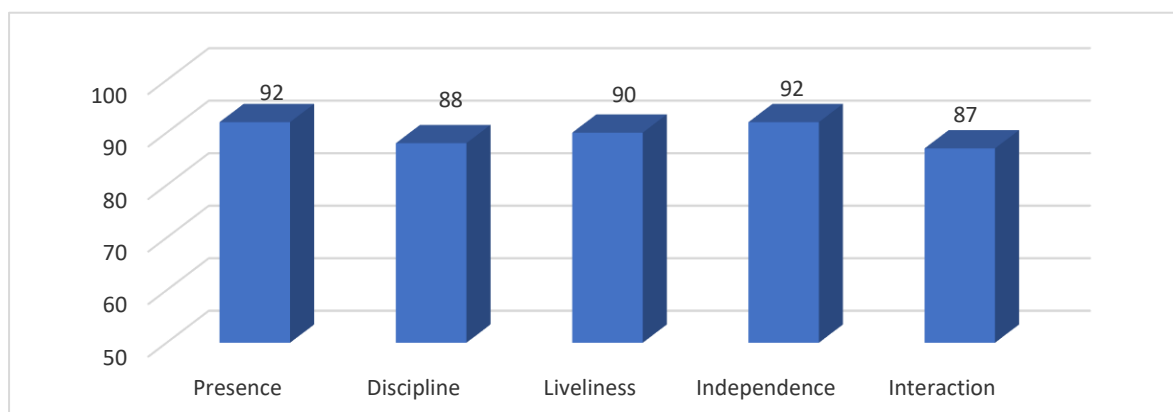


Figure 1. Online Learning by Students

There are five steps in e-learning design before learning is held (Arnott & Yelland, 2020), namely: 1) First, formulate learning outcomes. The formulation of learning outcomes refers to the description of the subjects that will be used in learning. The formulation of learning outcomes can be seen in the syllabus or lesson plan or semester learning plan; 2) Second, map and organize learning materials. At the stage of mapping and organizing learning materials, efforts are made to determine and classify learning materials into subjects, sub-subjects, and subject matter in accordance with predetermined learning outcomes. Based on predetermined learning outcomes, the Tutor makes sub-subjects which will then be broken down into several subject matter; 3) Third, select and determine learning activities. At this stage, the selection and determination of material that will be used as virtual synchronous, independent asynchronous, or collaborative asynchronous learning is carried out; 4) Fourth, identify media needs. Identifying media needs is done to determine the media needs or learning objects that will be studied by the Learning Citizens. For example, learning objects in the form of text, visuals, audio, and video. Based on the material that has been determined, the media used is in the form of text and visuals (powerpoint modules and slides) and learning videos; 5) Fifth, designing the assessment. Assessment design is carried out on each subject. On each subject an assessment will be made in the form of an assignment or a test. These assignments and tests can be individual or group. The ability of lecturers related to teaching skills in Islamic Education learning based on survey results to 87 students is shown in Table 2.

Table 2. Lecturer Teaching Skills in Online Learning

No.	Teaching Skills	Result	Category
1.	opening and closing lessons	4.29	Very good
2.	explanation skills	4.89	Very good
3.	questioning skills	4.33	Very good
4.	strengthening skills	4.56	Very good
5.	using learning media	4.28	Very good
6.	small group discussion of guiding skills	3.77	Good
7.	class management skills	4.23	Very good
8.	variation skills	4.12	Good
9.	individual and small group teaching skills.	3.68	Good
Average		4.24	Very good

(Aqib, 2013)

There are three important points so that the use of Google classroom can run successfully. 1) First, educators, in this case the lecturers regularly attend competency development programs for the use of internet technology for classroom learning, where they acquire knowledge and practice of learning assisted by Google classroom at the beginning of the semester or the beginning of the academic year. Lecturers are invited to take part in a workshop started by introducing Google Classroom, its benefits and how to operate it to sustain online learning. From that program, lecturers gain a deeper understanding of

the application, so they can maximize its operation according to their needs and learning outcomes both in synchronus and asynchronus. 2) Second, awareness for the transformation of face-to-face learning into online learning also encourages lecturers to manage classes using technology so that learning does not require a lot of paper and printed worksheets. This is in line with the momentum of the green campaign with advances in technology and awareness to be able to maintain consumption of natural resources. 3) Finally, students have personal facilities in the form of laptops and gadgets / smartphones that can support online learning needs and replace the availability of workbooks and printed teaching materials. This is the nature of the use of digital technology in learning where students take advantage of digital and reduce dependence on printed text sources (Mathew, 2014).

Based on the results of the evaluation and assessment of 87 students in Islamic Education learning by using the Googleclassroom of the Informatics Engineering study program, the Faculty of Computer Science, UNSIKA showed a very satisfying increase in learning outcomes.

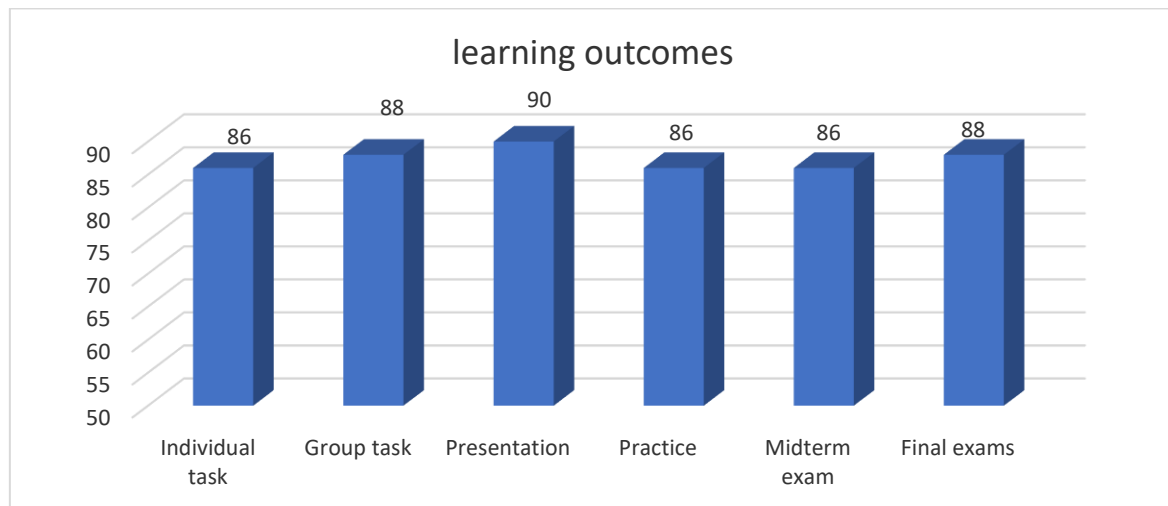


Figure 2. Student Learning Outcomes Using Googleclassroom

Other findings indicate that students have difficulty adapting, resentful, and experience conditions of online learning and new habits. They rely on habitual patterns where they spend a lot of time on social media, playing games, and watching entertainment content. They admit that they are doing work that wastes time that they could otherwise have used to study more independently and productively. They realized that there was a waste of time with more important things that could be done. Even in some cases they are addicted to social media and dependence on their gadgets so that they have difficulty controlling their behavior to do better learning.

Discussion

Online learning planning at general compulsory courses Islamic Religious Education is carried out by determining the learning outcomes of the study program, determining learning outcomes, teaching materials and materials, learning methods, learning media, assignment forms, assessment guidelines and determining the type of evaluation used. Planning activities will make it easier for teachers to teach in class (Nylund & Lanz, 2020; Raynesa, 2019; Wong et al., 2021). The planning is compiled and documented in the semester learning plan (RPS) which is guided by the RPS issued by the University's general compulsory courses team. In the general compulsory courses PAI learning planning, so that the learning objectives are achieved optimally, the teaching material that will be studied is determined for one semester which consists of 12 discussions, including: 1) Faith & Tawheed, 2) Arkanul Islam, 3) Flow of Thought in Islam, 4) Al-Quran as a source of Islamic teachings, 5) As-Sunnah as a source of Islamic teachings, 6) Ijtihad as a source of Islamic teachings, 7) Morals, 8) Taharah, 9) Prayers, 10) Zakat, 11) Munakahat, and 12) Selling buy & usury. The learning methods used are discussions, assignments, lectures and questions and answers. It is intended that students are active in class and the teacher becomes a facilitator (Han & Ellis, 2019; Kavenuke et al., 2020).

The use of Google classroom is one of the inevitable needs in learning in the midst of the Covid 19 pandemic (Hidayati et al., 2020; Suhroh & Cahyono, 2020). In PAI learning in higher education (UNSIKA) Googleclassroom was chosen as an online learning medium because it can be used free of charge (freecharge), its operation makes it easier for educators to manage and evaluate progress learning efficiently, can improve relationships with students, and flexible because learning can be done anytime

and anywhere in synchronus or asynchronus. As a professional educator, a lecturer is also required to master basic teaching skills including the use of technology (Burik, 2021; Winter et al., 2021).

Lecturers provide independent assignments or throw discussion forums through the announcement homepage and assignment homepage on the Google classroom. Students can submit assignments, make comments and ask questions via google classrom. Lecturers also distribute teaching materials through attached files on the assignment homepage to become literacy materials for students. The learning process of PAI utilizing GCR is also carried out virtual face-to-face with the Google meet tools provided by the Google classroom platform. The use of google meet is very useful in group discussion activities (Sawitri, 2020; Setyawan et al., 2020; Simamora, 2020). Students can present material, discuss, do question and answer, debate and explain other findings. This is where a democratic, humanist and technological learning process occurs through online learning. At each online virtual face-to-face meeting using the Googlemeet platform, the lecturer provides an introduction at the beginning of the lecture, then continues the discussion session and question and answer session by students (Hidayati et al., 2020; Ridho et al., 2019; Suhroh & Cahyono, 2020). The lecturer guides the discussion, listens to the learning process, then confirms and strengthens with the students.

Online learning in PAI learning at UNSIKA tertiary institutions uses Googleform as a learning medium. The learning process has of course encountered obstacles or challenges. Some of the obstacles experienced include: 1) student discipline in Googlemeet activities, 2) poor internet network, 3) plagiarism in assignment collection, 4) inaccuracy in assignment submissions, 5) low learning motivation, 6) there are still students who have not have a laptop or notebook and 7) student attendance is not optimal. Despite experiencing obstacles, so far the problems of online learning in Islamic Education learning can be overcome. Students are given initiative, innovation, freedom of creation so as to foster motivation, awareness, independence, and togetherness in managing learning.

Formative PAI learning evaluation is carried out every time one subject is resolved. The lecturer informs the assignment through the Google classroom. The formative assignments are given in the form of questions that direct students to apply facts, concepts, procedures and metacognitive measures (Haka et al., 2020; Kumar et al., 2020). In addition, the assignment is also designed so that students think critically, solve problems and understand Islamic teachings directly from the source, namely the Al-Qur'an and Al-Hadith. Along with the assignment given, the lecturer also attached teaching materials and assignment templates. Students then work on assignments and submit assignments according to the predetermined time as stated on the timeline on the Googleclassroom.

From various descriptions and data illustrations, there is a relationship between lecturer skills, student activities and student learning outcomes. The better the teaching skills of the lecturers by utilizing the Googleclassroom will have a positive impact on the learning process and learning outcomes (Daniati et al., 2020; Soni et al., 2018). In its application there are new challenges and adaptations, but there is an increase in learning outcomes, discipline, responsibility, and being able to solve technical and non-technical problems during online lectures to improve student literacy (Santosa et al., 2020; Siahaan, 2021). In particular, comparative performance in the areas of ease of access, perceived usefulness, communication and interaction, delivery of instructions and student satisfaction with Google Classroom learning activities (Hidayati et al., 2020; Suhroh & Cahyono, 2020).

Several studies generally describe more advantages or positive benefits of online learning assisted by Google Classroom. This is also found in the research we did where there was an increase over time in learning activity, independence, discipline, assignments, and student learning outcomes (Kumar et al., 2020; Maharani & Kartini, 2019). However, one cannot close their eyes or deny that some students have problems with the habits of those who are addicted to online games and social media. This makes it difficult for them to control themselves to lead to optimal learning. This is certainly a finding that must be found a solution as soon as possible so that the learning objectives are achieved optimally.

Google classroom is a technology designed to facilitate online and distance-based learning (Haka et al., 2020; Kumar et al., 2020; Suhroh & Cahyono, 2020). However, no matter how great technology is, it has no limitations, where its existence psychologically and emotionally cannot replace the presence of lecturers in class. However, the existence of the application of learning technology such as Googleclassroom is not an obstacle or a reason for the decline in the quality of learning. In fact, with good planning, supported by competent lecturers in utilizing learning technology, learning strategies and evaluations that are measured and systematic will be able to optimize learning and even exceed the expected expectations in offline learning conditions (real face to face). Through the use of the Googleclassroom application.

4. CONCLUSION

The use of the Googleclassroom in Islamic Education learning at the Singaperbangsa Karawang University has a positive impact on online learning during a pandemic. Gradually it is able to improve the quality of learning, the quality of teaching lecturers, student involvement or activeness in learning, discipline, collection of assignments on time, the quantity of students who collect assignments, attendance of students at meetings via googlemmeet, student interactions in learning and increase student learning outcomes.

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