UTILIZATION OF GOOGLE CLASS ROOM IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS AT SMP RAHMAT ISLAMIYAH MEDAN

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Abstract

This study aims to describe how teachers and students in Islamic religious education learning activities use google classroom as a learning medium. This research is a qualitative descriptive study in class VIII SMP Rahmat Islamiyah Medan. Data collection was carried out using several data collection techniques, including: interviews, observation and documentation studies. The research findings show that the use of google classroom in Islamic religious education learning activities is used as a stone tool by teachers and students in the implementation of distance learning activities. Google classroom is used in distance learning activities, because: 1) google class room provides virtual classrooms; 2) google Classroom has features that make it easier for teachers to provide teaching materials and materials to students; 3) Means of discussion and communication between students and teachers without being limited by space and time; 4) as a tool for teachers in giving assignments and assessments to students.

A. INTRODUCTION

The Pandemic Coronavirus Disease 2019 or better known as COVID-19, is a virus that attacks the respiratory system in humans. Not only Indonesia, many countries have been affected by the COVID-19, one of the areas affected by the COVID-19 pandemic is education. Due to the emergence of COVID-19, all learning components are directed to adapt to the situation and conditions that occur. Where learning activities were previously carried out face-to-face, when Covid-19 appeared, learning activities were shifted to distance learning [1]. This is as stated by [2] that the Covid-19 pandemic has resulted in extraordinary changes in all fields, including also having an impact on the field of education. All levels of education seem to be required to adapt in learning activities from home, using learning media that support distance learning activities. Of course, many changes occur and must be adjusted in carrying out distance learning activities. Starting from the selection of appropriate learning media and applications to be used to replace the classroom, the implementation of learning that requires teachers to be more creative in processing the classroom, as well as the implementation of learning evaluations that require it to be done online [3].

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[1] Rini; Atikah et al., "Pemanfaatan Google Classroom Sebagai Media Pembelajaran Di Masa Pandemi Covid-19," *Jurnal PETIK* 7, no. 1 (2021): p. 11.

[2] Nurzannah & Setiawan (2020)

[3] Rizka Harfiani, Mavianti, and Hasrian Rudi Setiawa, "Model Manajemen Pembelajaran Pada Masa Pandemi," in *Seminar Nasional Teknologi Edukasi Sosial Dan Humaniora* Medan: Cered, (2021), p. 488.

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The impact of the Covid-19 pandemic has caused all education units in Indonesia to currently implement distance learning or what is known as learning from home (LFH) [4]. The policy for conducting distance learning activities was issued by the Ministry of Education and Culture (Kemendikbud), by issuing Circular Letter Number 15 of 2020 concerning Guidelines for Organizing Learning from Home in the Emergency Period for the Spread of Covid-19. The motive for the issuance of this policy by the Ministry of Education and Culture is to suppress the exposure of COVID-19 by keeping students receiving education services during the pandemic.

The government has regulated the education system in Indonesia through Law No. 20 of 2003. Technology is one of the supporting pillars in realizing good educational activities in Indonesia. Therefore, entering the era of the industrial revolution 4.0, all people must be aware of the existence of technology and be able to use it well. Technology must be used properly by educators in the learning process as a tool for delivering learning information. Likewise, students by utilizing technology can easily obtain learning information and participate in distance learning activities. The development of technology is believed to be able to improve the quality of the learning process in schools. With technology, educators can apply creative and innovative learning. In addition, educators through technology assistance can organize distance learning with their students [5].

Educators must have expertise in utilizing learning media in learning activities, where learning media are everything both physical and technical that can help teachers to make it easier to convey subject matter to students so as to facilitate the achievement of learning objectives that have been formulated [6]. One of the learning media or aids in distance learning activities that must be mastered by educators is how to take advantage of Google Classroom, which is a free application or website that provides links for conducting distance learning.

Based on data from the National Secretariat of the Ministry of Education and Culture's Disaster Safe Education Unit, that in May 2020 showed 4.3 million teachers and lecturers in Indonesia carried out teaching activities from home and 69 million students carried out learning activities from home and around 647 thousand education units carried out learning activities. long distance. In line with that, the use of e-learning and applications that support distance learning activities are increasing. This is due to the policy of learning from home (LFH) by the Ministry of Education and Culture. The emergence of this policy, of course, requires educators to be wise in choosing the platform to be used, so that later it will not make it difficult for students to carry out distance learning activities and educators must also understand in advance how to use the chosen platform. There are many learning platforms or learning applications that can support distance learning, for example zoom, google meet, google form, google classroom, quipper, schoology, edmodo, etc [7]. For educational institutions that do not have a Learning Management System (LMS), suggests using other free LMS (learning management system) applications or platforms, including Google Classroom. These various distance learning platforms, of course, have their respective advantages and disadvantages, which require users to be careful in choosing and using them according to their needs.

SMP Rahmat Islamiyah Medan, based on the results of initial observations, it is known that the school is a school that uses distance learning strategies, especially during the COVID-

[4] Mavianti and Hasrian Rudi Setiawan, "Model Manajemen Pembelajaran Pada Masa Pandemi," in *Seminar Nasional Teknologi Edukasi Sosial Dan Humaniora*, (2021), p. 487.

[5] Emilda Sulasmi and Akrim, "Management Construction of Inclusion Education in Primary School," *Kumpulan Makalah, Jurnal Dosen* 1, no. 1 (2019): p. 24.

[6] Fitria Sartika et al., *Online Learning in the Low Internet Area, Planning, Strategies and Problems Faced by Students During the Covid-19 Period*, ed. Diego Oliva, Said Ali Hassan, and Ali Mohamed, Artificial. Giza: Springer, (2021).

[7] Hasrian Rudi Setiawan, *Media Dan Sumber Belajar* Yogyakarta: Bildung, (2018).

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19 pandemic. SMP Rahmat Islamiyah uses the google classroom application and zoom meeting in implementing the distance learning strategy. The google classroom application was chosen based on the results of initial interviews with the principal, namely because the application can make it easier for teachers or educators to make materials, give assignments, and assignments without paper media. The software has been introduced as a feature of Google Apps for Education which was released on August 12, 2014.

Google Classroom is a study room or classroom that is a product of Google. In Google Classroom, it is possible to create a learning space in cyberspace, because in Google Classroom it is possible for the teacher to create a classroom through the available features. According to [8], he stated that besides that, Google Classroom can be a means of distributing assignments, submitting assignments, and even assessing submitted assignments. Google classroom or google classroom can be a mixed learning room or class for the scope of education, of course, it can make it easier for teachers or educators to create materials, give assignments, and assignments without paper media.

For teachers at SMP Rahamt Islamiyah Medan, google classroom is something new, because according to the explanation from the principal there are still many teachers who have not been able to use the google classroom in learning activities properly. It is undeniable that teachers use WhatsApp groups more in conveying learning information to students. Thus, according to the principal's statement that google classroom is still foreign to teachers in its use.

According to the results of the initial interview with the principal that SMP Rahmat Islamiyah Medan uses the 2013 curriculum, which requires students to be more active in learning activities than teachers. In Islamic religious education subjects, especially in fiqh or worship materials, students are required to not only master the theory, but also to practice what they learn. Usually in face-to-face learning activities, the teacher is not only able to explain the material theoretically, the teacher can also practice the material in front of students. So that students have an understanding of the material, both in theory and practice. However, teachers will find it difficult to practice the material because they do not meet directly with students. For this reason, in this distance learning activity, educators are required to be able to take advantage of distance learning applications. With the use of Google Classroom, teachers can more easily convey material to students by uploading more interesting material, either in the form of text, images, or videos.

Thus, the use of Google Classroom is very suitable to be used to deliver learning materials, where teachers can deliver learning materials both theoretically and practically. With the use of Google Classroom, the teacher can design the material as attractive as possible so that students do not get bored with the delivery of material as usual in class. The teacher's task is to prepare all teaching needs as well as teaching in the classroom, starting from planning, implementing and also evaluating. With this, researchers are interested in researching the use of google classroom on Islamic religious education subjects at SMP Rahmat Islamiyah Medan, so that later the advantages felt by students and teachers can be presented properly and become better information material for students and educators in the future.

B. RESEARCH METHODOLOGY

This study uses a qualitative research method with a descriptive type. Qualitative method as a research procedure that produces descriptive data in the form of words or words from people and observable behavior. The use of a descriptive research design is intended to

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[8] Nurzannah, " Program Kemitraan Masyarakat Di Tengah Pandemi Covid-19 Bagi Guru SD (Pembuatan Media Evaluasi Pembelajaran Online)", In *Proceeding International Seminar of Islamic Studies*, 9. Medan: UMSU Press, (2020)

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describe how teachers and students in learning activities of Islamic religious education at SMP Rahmat Islamiyah Medan use google classroom.

Collecting data in this study using interviews, observation and documentation. According to [9] research instruments are tools used to obtain and collect research data, as a step to find results or conclusions from research.

The data analysis technique used in this research is descriptive-qualitative analysis. This descriptive-qualitative analysis technique is used to describe and describe events in the field. [10], suggest that there are three steps in data analysis, namely: data reduction, data presentation/display, and conclusion drawing/verification. The first step is to reduce the data. In this study, data regarding Islamic religious education learning activities using google class rooms will be reduced by selecting and summarizing the important points and setting aside unnecessary data. After reducing the data, the next step is to present the data qualitatively. After selecting the important things, the data is then presented systematically according to the problem formulation. At this stage, we will answer the formulation of the problem to be solved regarding how teachers and students in Islamic religious education learning activities use Google Classroom. The last step is drawing conclusions. Drawing conclusions must be able to answer the formulation of the problem raised in the study. While the technique of guaranteeing the validity of the data used in this study is triangulation.

C. RESULTS AND DISCUSSION

Data regarding the use of google classroom on Islamic religious education subjects at SMP Rahmat Islamiyah Medan were obtained through three data collection methods, including observation, interviews and documentation. Observations were made by researchers directly to see how the implementation of Islamic religious education learning activities by utilizing google classroom. Meanwhile, interviews were conducted with various sources who were involved in utilizing google classroom at SMP Rahmat Islamiyah Medan, including teachers, principals and students. Meanwhile, documentation is used as supporting data related to how to use google classroom at SMP Rahmat Islamiyah, especially in Islamic religious education subjects.

Based on the findings that google classroom at SMP Rahmat Islamiyah is used for distance learning activities and has never been used by teachers in face-to-face learning activities at school. This is because learning materials, especially Islamic religious education materials, will be easier to convey by teachers by meeting directly with their students, where teachers can easily control their students directly in learning activities. Therefore, the google classroom at SMP Rahmat Islamiyah Medan is only used for distance learning.

Based on the research findings at SMP Rahmat Islamiyah Medan, that google classroom is generally used for two activities, including: *First,* the google classroom is used by teachers and students for teaching and learning activities. In teaching and learning activities, Google Classroom is used by teachers and students, where teachers can deliver learning material in the form of text, images, or can be in the form of learning videos. In addition, the teacher can also answer student questions directly. Likewise for students, google classroom is used to obtain learning information from the teacher, where students can read and download learning materials delivered by the teacher. Both in the form of text, images and learning videos. In addition, students can also discuss and ask questions related to material they do not understand; *Second,* google classroom is used by teachers and students in the context of

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[9] Moleong, *Metodologi Penelitian Kualitatif.* Bandung: Remaja Ros, (2002)

[10] Miles & Huberman, *An Expanded Source Book Qualitative Data Analysis.* London: SAGE Publication, (1992)

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conducting evaluation activities. In addition to Google Classroom being used for the delivery of learning materials by teachers, Google Classroom is also used to provide tests or evaluations of student learning outcomes. The teacher can make questions and then students can answer the questions given by the teacher directly from the google classroom. Thus, Google Classroom can be used to evaluate distance learning. In general, the use of google classroom on Islamic religious education subjects at SMP Rahmat Islamiyah Medan, can be seen in Figure C.1.
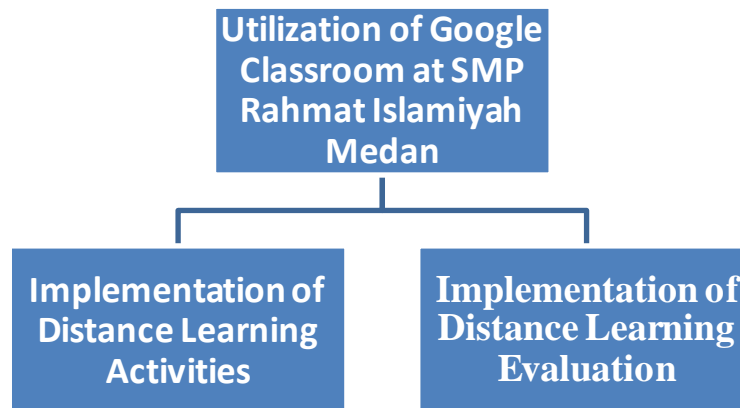

Figure C.1:
Utilization of Google Classroom at SMP Rahmat Islamiyah Medan

The use of learning media will certainly help the learning process continue during the current pandemic. During a pandemic like this, learning must still be carried out even though it is not carried out in the classroom, but with online or online learning [11]. All educational institutions use media or learning portals to replace classrooms, especially educators at the junior high school level. The use of google classroom in learning activities, especially in Islamic religious education subjects carried out by teachers and students runs smoothly.

Based on the results of interviews with resource persons, it can be seen that at SMP Rahmat Islamiyah Medan there are several reasons why Google Classroom was chosen as a distance learning medium, apart from WhatsApp and Zoom, including: 1) Google Classroom has a feature that provides virtual classrooms, so it can be utilized in distance learning activities; 2) google classroom has features that make it easier for teachers to provide teaching materials and materials to students; 3) Means of discussion and communication between students and teachers without being limited by space and time, so that students are more daring to express opinions in discussion forums and answer questions; 4) Learners can easily access the subject matter uploaded by the teacher, either in the form of pdf, video, link, or specially made material in the form of an image; 5) As a tool for teachers in giving assignments and assessments to students. In addition, assignments that have been collected by students cannot be seen by other friends because only account owners and teachers can see assignments or evaluations that have been uploaded.

For more details on the reasons why SMP Rahmat Islamiyah uses google classroom in distance learning activities, can be seen in Figure C.2.

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[11] Atikah et al., "Pemanfaatan Google Classroom Sebagai Media Pembelajaran Di Masa Pandemi Covid-19."

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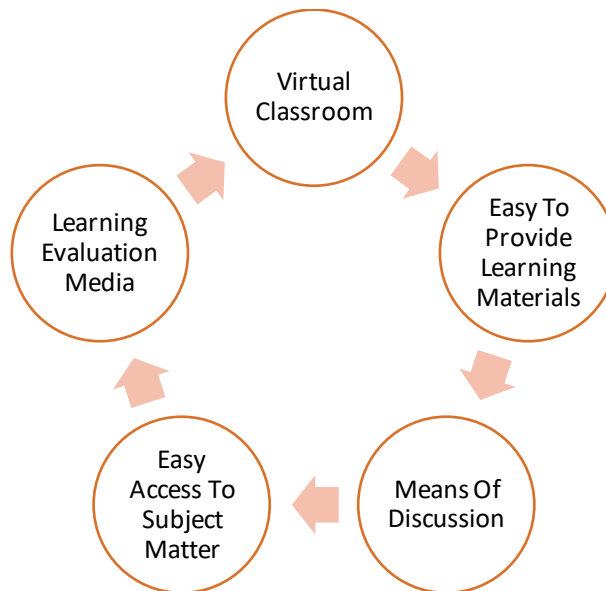*(Hasrian Rudi Setiawan, Mayurida)*

Figure C.2:
Reasons for Utilizing Google Classroom at SMP Rahmat Islamiyah Medan

From the use of google classroom, teachers and students feel the advantages they feel when using the google classroom portal in distance learning activities. The teacher directly revealed that it is true that there are advantages that are felt when using Google Classroom in distance learning activities compared to using other applications. This is because Google Classroom is easier to use than other applications. Not only teachers, students also feel an advantage when using Google Classroom. According to [12], the uploaded file is also not limited in its format so that all files such as word, power point, PDF, video, or in the form of links can be used. Google classroom is also connected to google drive, gmail, and calendar which of course can be used by teachers and students according to their needs. The function of Google Classroom is of course expected to facilitate the learning process, especially online learning or support the manual learning process. With Google Classroom, it will facilitate access between teachers and students to carry out the learning process.

Based on the research findings, that there are several advantages that are felt by teachers at SMP Rahmat Islamiyah Medan, when using google classroom in the learning process and evaluation of distance learning activities, including: 1) Helping the learning process continue during the current pandemic; 2) The features on the google classroom portal can be used to support the learning process; 3) Students are more daring to express opinions in discussion forums and answer questions; 4) the use of the google classroom portal has helped teachers to carry out the learning process properly such as learning in class, with various supporting features on the google classroom portal teachers can take advantage of these features according to learning needs, such as uploading materials, discussing, giving quizzes or evaluation, and assessing student assignments. By utilizing the Google Classroom portal, students are also bolder in expressing their opinions and answering questions. Students tend to be shy to express opinions in class because they are face to face with the teacher and other students in the class; 5) Utilization of the google classroom portal does not consume a lot of quota so it is more effective than other applications; 6) Google classroom is a free application,

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[12] Maghfiroh, *Pemanfaatan Media Internet Sebagai Sumber Pembelajaran Pendidikan Agama Islam Di Era Millenial (Studi Kasus Di SMP Alternatif Qaryah Thayyibah Salatiga Tahun Ajaran*, (2019).

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so it is considered suitable for use in developing countries or specifically for schools that have limited funds in developing the use of ICT in the learning process; 7) Assignments that have been submitted by students cannot be seen by other friends because only the account owner and my teacher can see the assignments or evaluations that have been uploaded; 8) Assignments collected will be assessed by the teacher and only the account owner can see the value and minimize the act of comparing scores; 9) Students can submit assignments in the form of pdf and also in the form of photos or videos; 10) When sending assignments given in the form of photos, students do not have to take photos on the camera, but assignments can be photographed directly in Google Classroom so that the memory will not be full.

The advantages of using the google classroom portal are also felt by students when using some of the supporting features of google classroom. Students can send assignments and can also provide comments, each subject has its own class or space to fill or provide material to students, speed up assignment submissions, can create and access classes, can invite students. In addition, the use of online media certainly saves the use of paper [13].

Thus it can be understood that the use of google classroom at SMP Rahmat Islamiyah Medan, began to be used when there was a government policy through the Ministry of Education and Culture to carry out distance learning activities or learning from home (LFH). Google Classroom is also used by teachers in delivering learning materials and conducting learning evaluation activities and giving assignments to students.

D. CONCLUSION

Teachers and students at SMP Rahmat Islamiyah Medan, use Google Classroom as a tool for distance learning activities. Based on the research findings at Rahmat Islamiyah Middle School Medan, that google classroom is generally used for two activities, including: *First,* the google classroom is used by teachers and students for teaching and learning activities; *Second,* google classroom is used by teachers and students in the context of conducting evaluation activities.

Google classroom is specifically used in distance learning activities, because: 1) google classroom has features that provide virtual classrooms, so that they can be used in distance learning activities; 2) google classroom has features that make it easier for teachers to provide teaching materials and materials to students; 3) Means of discussion and communication between students and teachers without being limited by space and time, so that students are more daring to express opinions in discussion forums and answer questions; 4) Learners can easily access the subject matter uploaded by the teacher, either in the form of pdf, video, link, or specially made material in the form of an image; 5) As a tool for teachers in giving assignments and assessments to students. In addition, assignments that have been collected by students cannot be seen by other friends because only account owners and teachers can see assignments or evaluations that have been uploaded.

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[13] Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2003).

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