

Application of Google Classroom in Islamic Religious Education at the Integrated Model Public High School in Palu City

A. Ardiansyah¹, Naima², Hendriana Sri Rejeki³, Emy Erwhana⁴, Erni Irmayanti⁵

¹ Universitas Islam Negeri Datokarama, Palu, Indonesia: andiardiansyah@uindatokarama.ac.id

² Universitas Islam Negeri Datokarama Palu, Indonesia naima@uindatokarama.ac.id

³ Universitas Tadulako, Palu, Indonesia: hendriana@untad.ac.id

⁴ Universitas Islam Negeri Datokarama, Palu, Indonesia: erwhanaemy@gmail.com

⁵ Universitas Islam Negeri Datokarama, Palu, Indonesia: erniirmayantihamzah@gmail.com

ARTICLE INFO

Keywords:

Google Classroom;
Subject;
Islamic Religious Education

Article history:

Received 2022-08-01

Revised 2023-03-08

Accepted 2023-05-11

ABSTRACT

Learning processes are facilitated by means of technological technique. Educators in the age of Industry 4.0 need the tools to keep up with the rapid pace of technological change. The low enrollment in Islamic religious education courses at the secondary level is one issue that Google Classroom is aiming to address. The researchers at Palu City's Integrated Model Public High School wanted to know how they might best use Google Classroom to teach Islamic religious education. There were a total of 47 participants, including 27 male and 20 female students, and data was gathered from them using interview, observation, and documentation procedures. The findings of this study have the potential to expand our understanding of Islamic religion and, more specifically, the ways in which Google Classroom can be used to teach subjects within the realm of Islamic religious education. They can also serve as a point of reference in the literature of the education and university sectors, providing guidance as policymakers consider how best to implement such ideas. The findings revealed that Google Classrooms in the field of Islamic Religious Education help researchers gain experience and the skills they need to apply that experience in society, and also provide a knowledge contribution to the field in the form of a discourse model for teaching and learning in the field of Islamic Religious Education.

This is an open-access article under the [CC BY-NC-SA license](https://creativecommons.org/licenses/by-nc-sa/4.0/).



Correspondence Writer :

A. Ardiansyah

Universitas Islam Negeri Datokarama, Palu, Indonesia: andiardiansyah@uindatokarama.ac.id

1. INTRODUCTION

In today's era, information is very important for countries in various parts of the world, it is important that everyone needs this information. This will also increase internet users with various internet facilities and services. (Junaidi, 2015) . Furthermore, accessing the internet is almost the same as exploring the world of information. In this day and age, the internet is no longer an additional need but a basic need for entrepreneurs, students and various parties (Wongkar et al., 2015) . keywords (Wibawanto, 2018) more A stable network is needed for courageous learning. This stability must be maintained in order to communicate with the internet smoothly without interruption (Yadnya et al., 2022)

The use of the internet is needed at this time. This happens because following the times and almost all work is connected to the internet network, teachers must be able to design learning so that students can be motivated when participating in learning. More specifically, Google Classroom, was used by a teacher of an automation and programming course in a high school (Abuzant et al., 2021; Anggy Giri Prawiyogi & Aang Solahudin Anwar, 2023)

The use of information and communication technology in schools is an effort to improve the quality of Indonesian education, especially in terms of learning methods. Furthermore, the community utilizes information and communication technology as a medium to continue activities that cannot be carried out face-to-face and technology that can be utilized for medical activities during the COVID-19 pandemic (Choirunnisa, 2022). The use of technology has become a driving force that has begun to be developed because public awareness for teaching and learning using ICT media (information, communication, and technology) will increase. Furthermore, it is able to improve the quality and quality of learning between teachers and students. ICT mastery is a priority that must be understood by all teachers as a competency standard in the era of the industrial revolution 4.0, especially in the current era of globalization which is facing the Covid-19 pandemic. Furthermore, all activities outside, including schools that can be accessed to receive learning are stopped, causing delays in the learning process which is detrimental to various groups, both teachers and especially students (Ula Nisa et al., 2019; Di & Millennial, 2021; Herawati et al., 2022).

Education no longer functions solely as a means of socialization, but must be able to unlock the potential of students who can play a role in transforming society (Inanna, 2018). One of the factors that influence educational success is determined by students' cognitive abilities (Wahyuni et al., 2022). It is also hoped that teachers as educators can facilitate the development of students' cognitive abilities and critical thinking skills. Critical thinking is reflective, rational thinking that focuses on deciding what to believe and what to do. It is too (Yulianti et al., 2022). Critical thinking can be defined as the processes and skills used to understand concepts and apply, synthesize and evaluate the information received or generated.

Learning must be imposed on students. This means that students must learn interactively and have opportunities to communicate and discuss. This requires an effective way to bridge the thinking stage of students who are still in the concrete operational stage. Learning activities are expected to develop thinking skills that enable students to think critically, logically and systematically, with the intention that students will ultimately achieve satisfactory learning outcomes.

One of the online class learning methods that is currently being developed and starting to be used is the Google Classroom application. In the world of education, technology has its own role in the learning process and supporting administrative activities. (Manongga, 2021., Hanifah Salsabila et al., 2020; Sustainable, 2018). According to (Yulianti et al., 2022) The Google Classroom application is an application made by Google which aims to help teachers and students when these two things are not possible, manage classes and communicate class schedules. In addition, it helps teachers to quickly and easily create and manage class assignments, efficiently provide direct feedback to students, and communicate with students without being limited by space and time. (Nugroho et al., 2021; Muris, 2021; Riyanto et al., 2020). This online class application makes it easy for teachers to create, share, and classify each assignment without using paper. The Google Classroom app makes learning more effective because teachers and students can study, listen, read, and submit assignments remotely. Teachers can take advantage of various features found in the Google Classroom application, such as assignments, assessments, communications, time costs, course archives, mobile applications, and privacy. In addition, teachers can give assignments and directly give grades to students. Research result (Widiyono, 2020) shows that the application of Google Classroom learning as a learning medium as a whole is quite effective with a trend rate of 77.27%. The effectiveness of the application of Google Classroom learning as a learning medium for each variable is quite effective. The effectiveness of the learning planning component was 74.50%, the design and production components were 75.27%, the learning components were 75%, the learning interaction components were 66.10%, and the implementation evaluation

components were 69.01%. Criteria for evaluating Google Classroom learning planning indicators as a proper and effective learning medium.

Based on the notion of using Google Classroom in education, the use of Google Classroom during the Covid-19 pandemic was quite significant, especially in the field of education in Indonesia. The use of the Google Classroom application, was originally only a supporter or substitute for a courageous teaching system for teachers and students who experienced problems in managing teaching time. The results of the study (Nainggolan & Manalu, 2021) showed positive results for perceptions of comfort and usability using Google Classroom at Cahaya Harapan Abadi Middle School with a Raised value of 0.475. The level of convenience provided by the Google Classroom application will provide a positive response for students using Google Classroom. There is a positive and significant effect of ease, and usefulness on learning effectiveness with an adjusted R-value of 0.475. This means that the ease of using Google Classroom will lead to learning effectiveness. Convenience makes motivation for students to continue to be enthusiastic about learning. Meanwhile, teachers are able to provide encouragement and support to students to keep learning even if not face to face.

During the current Covid-19 pandemic, it has become the main educational facility. has a significant influence not only on the student's academic community but on senior secondary education (SMA) as a whole. Google Classroom can be used for a variety of disciplines, including Islamic theology. We all know that Islamic religious education is very focused on teaching students moral principles which they can then apply in their daily lives. Naturally, educators need flexibility to adapt to changes in the pace of information and the difficulty of the desired student outcomes. However, many educators and learners have a limited understanding of modern technology. According to research findings "Effectiveness of Using Online System-Based Learning Media in the Middle of a Pandemic" by Aprilia Dewi Astuti and Dedi Prestiadi, not all educators and students are comfortable with technology.

Therefore, the researcher in this study looks at how the Google Classroom app is being implemented for Islamic religious education teachers at Madani Integrated Model Public High School, Palu City, particularly in class XI, as it is at this level that students must begin to demonstrate a degree of independence in managing their own learning in order to adapt to the learning conditions in their local community. After hearing about the issues at hand, the researchers asked, "How is the application of Google Classroom in Islamic Religious Education Subjects at the Madani Integrated Model Public High School, Palu City?"

2. METHOD

The type of research used in this study is qualitative research with descriptive methods. The stages carried out in this study involved students of SMA Negeri Madani Palu City and the number of respondents was 47 respondents consisting of 27 students and 20 female students. The research used is descriptive research, a research method that seeks to describe and interpret objects according to their nature. As for the setting of the research conducted, namely, the data collection method used in this study was (1) Interview: interviews are used as a data collection technique when researchers want to conduct preliminary research to identify research subjects or want to know things from respondents in more detail or when the number of small respondents. (2) Documentation: documentation is a record of past events. Documents can be text, images, or monumental works by humans. (3) Observation, the type of observation used by researchers is participatory observation, where researchers are directly involved in educational activities that take place in the field (Guetterman, 2015; Van Harreveld et al., 2009. Haven & Junkers, 2017).

3. FINDINGS AND DISCUSSION

Based on the researchers' observations of the results of the application of the Google Classroom application in the Islamic Religious Education subject at the Madani Integrated Model Public High School, Palu City, there was a significant decrease but it was still in the satisfactory category, this was indicated by the learning outcomes and student learning objectives which were assessed directly by the

religious education teacher Islam. This is also correct. This was also said by the head of the Madani Integrated Model High School trying to quickly adapt learning applications that were suitable for teachers and students. One alternative and the right choice is the Google Classroom application. This also (Marbun & Sinaga, 2021) says that the application of choice for online learning is Google Classroom. Furthermore, the class VII teacher, Ibu Dahlia, said she chose Google Classroom because it is a platform that is very easy to use and intuitive. Its comprehensive features allow me to easily organize, assign, and provide feedback to students. In addition, the sophistication of integration with Google Drive and G Suite makes it easier for students and me to share and manage learning materials and share resources quickly. Furthermore, Google Classroom has helped me in providing a structured and interactive learning environment, both in face-to-face and distance learning. I highly recommend using this platform to other educators who want to take advantage of technology to support a more effective and efficient learning process. Apart from providing subject matter, this is done through Google Classroom. A similar sentiment was conveyed by one of the Madani Integrated Model SMA teachers, Mr. Abdul Kadir, who said that the Google Classroom application had been socialized to parents of students.

3.1 *The teaching and learning process uses the Google Classroom application*

In conducting the research, the researcher observed research activities by conducting interviews with Islamic religious education teachers and also students of the Integrated Madani Model Public High School, Palu City. From the results of observations and interviews, it shows that the process of implementing the Google Classroom application has been running since online learning existed.

The application of the Google Classroom application is of course largely determined by the alertness of the teacher in delivering material according to the media used. The researcher saw that PAI teachers were quite ready and quick to accept the online learning model using the Google Classroom application because the planned series of learning had been implemented properly. In addition to the existence of a cooperative system between teachers, homeroom teachers, and parents of students, it also has a pretty good impact on the teaching and learning process by using the Google Classroom application at the Integrated Madani Model High School, Palu City.

Learning that takes into account the interdependencies between different tasks is learning done well. Examples include setting up shop, securing valuables, and winding down. In addition to these three considerations, the following should be kept in mind during the rollout of the Google Classroom app. Starting Islamic religious studies on the Google Classroom app. The first step of a Google Classroom lesson is for the teacher to introduce the topic, check in on how the class is doing, and encourage everyone to pay close attention. b) Instructing pupils to use Google Classroom's built-in attendance feature to sign in.

3.2 *Presenting Islamic religious education learning materials*

Learning material is the content of the lesson delivered by the teacher during the teaching and learning process. To deliver the material, the teacher will send an Islamic religious education learning module into the Google Classroom application in the form of MS Word, PDF or video according to the material to be delivered. Usually students are directed to read or listen to the material presented and then invite students to ask questions about material they have not understood in the class forum so that questions and explanations from the teacher can also be read by other students. So, there is a thorough interaction between the teacher and students.

As previously explained, the material is presented in the form of modules which are packaged briefly and attractively by Islamic religious education teachers. That's why the interactions that occur during learning during the learning process of Islamic Religious Education using the Google Classroom application are very minimal. On the other hand, policies that implement bold learning processes are intended so as not to burden students in time, thoughts, and student economic quotas. The presentation of Islamic religious education teacher material can be seen in the following figure:



Figure 1. Presentation of Islamic religious education teacher material using Google Classroom

Based on the picture above, we can see that the material is presented in the class assignment feature with a choice of material. Where in the selection of material the teacher will fill in the title and series of material in the description column. Then send it to all students. After the material is delivered the teacher will send daily assignments or quizzes in the classwork feature. To make it easier for teachers to check student work. Students are instructed to submit their work on this class assignment feature. The number and names of students working on assignments will appear in this feature and students will immediately see the results directly through their respective accounts.

3.3 Closing the Google Classroom application lessons on Islamic religious education subjects

After presenting the material and inviting students to ask and answer questions, the teacher will close the lesson by providing learning motivation to each student and reminding students to do assignments or quizzes at the next meeting. Then remind students to maintain health. Then close the meeting with prayer and greetings. The difference in closing learning using the Google Classroom application is that the teacher no longer concludes what will be the material for discussion that day. Because all material conclusions have been summarized by the teacher in the learning module as a closing the teacher will only convey important things about the lesson that day and in the future. As for the teacher's statement that learning using the Google Classroom application is indeed that short. But the Google Classroom application is okay, but all online learning models are shorter than face-to-face. We have a target duration because there are many important considerations as teachers must pay attention to the learning objectives themselves. It's the same as conveying material, the teacher must really load the material so that it fits the purpose of the indicator.

3.4 Other Communications Software

Apart from using the Google Classroom application in the teaching and learning process, PAI teachers at the Madani Integrated Model Public High School in Palu City also use communication support software in the form of the Google Meet application which is a video communication service developed by Google. This is because the Google Classroom application does not yet have a video conferencing feature. Google Meet is commonly used by teachers of Islamic religious education when there is material that is difficult to understand in texts, oral exams or certain practices or other quiz activities that are in accordance with the demands of student learning outcomes, an explanation will be carried out at the conference.

The researcher then used structured interviews with 9 students, asking them questions about their level of interest, their level of comprehension, and their level of satisfaction with the use of the Google Classroom application in Islamic religious education subjects. Use of the Google Classroom platform for teaching Islamic theology. Similarly, 8 out of 9 students who were interviewed found learning through Google Classroom to be fascinating, whereas 1 student found it boring. Then, when asked if they understood what they were studying about Islam on Google Classroom, 9 out of 9 pupils gave the correct answer. Eight out of nine students reported being satisfied with using the Google Classroom software for Islamic religious education classes, while one reported being dissatisfied. The following

diagram will be used to describe the findings from the researcher's interviews with the students mentioned above.

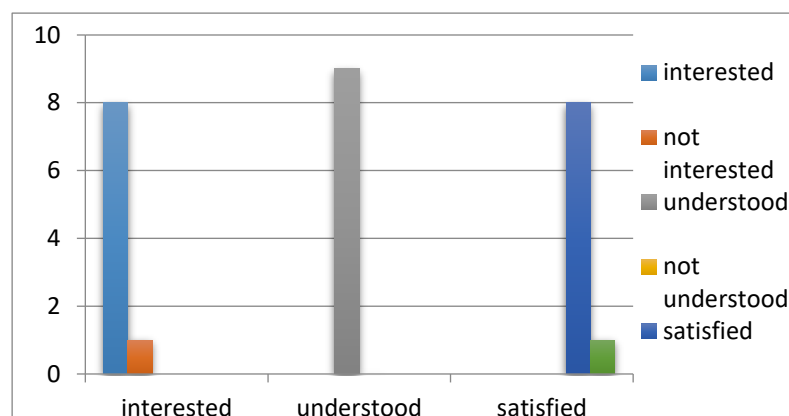


Figure 2. Student Research Results

Success in using Google Classroom for Islamic religious instruction appears likely based on the data in the preceding diagram. Evidence of PAI teachers' inventiveness in arranging lessons into creative modules that pique students' interest in the subject matter is one way in which creative education contributes to this goal. Education, especially imaginative schooling. When a teacher takes a unique method, they are exemplifying creative teaching. Due to the widespread spread of Covid-19, educators in the field of Islamic education have been compelled to adopt the dare-or-dare method of instruction. Google Classroom (GCR) serves as a hub for educational interactions between educators and their students.

The researcher concluded that the implementation of Google Classroom in Islamic religious education subjects at Madani Integrated Model Public High School in Palu City was successful, where both teachers and students were satisfied with the app's ability to keep the teaching and learning process going smoothly despite the pandemic and the school's bold policies. It is in line with the results of the study (Nainggolan & Manalu, 2021) showed positive results for perceptions of comfort and usability using Google Classroom. Meanwhile, the school's principal, homeroom teacher, instructors, and parents had established an effective mechanism for coordinating efforts to address a number of minor challenges faced by children and teachers.

4. CONCLUSION

The implementation of Google Classroom for the study of Islamic Religious Education at Palu City's Madani Integrated Model Public High School has been hailed as successful because it prioritises issues directly related to Islamic Religious Education's stated goals and learning outcomes. Additionally, Google Classroom facilitates online communication and resource sharing amongst educators. Teachers can set up online classes, ask students to enrol, and have them participate from any location with an internet connection. Teachers and students may work together effortlessly with Google Classroom. Teachers may monitor student progress in real-time and provide immediate feedback and assignments. Through the comment section, students can also engage with one another and exchange insights. All parties involved at Integrated Madani Model Public High School in Palu City's implementation of the Google Classroom programme for PAI topics work well together. This is a thoughtful analysis, and while it's true that there are certain barriers to using Google Classroom for instruction, those considerations shouldn't stand in the way too much. The following are suggestions for using the Google Classroom software in the Islamic Religious Education class at the Integrated Madani Public High School in Palu City. Since the Google Classroom application is quite easily accessed by teachers and students, incorporating it into the Islamic Religious Education curriculum is one solution for brave learning in the midst of the Covid-19 pandemic for schools that implement online as the main source of teaching and learning process. Researchers have praised the efficiency and

organisation of Palu City, Indonesia's Integrated Civil Service Exemplary Public High School. An effective learning environment for both instructors and students depends on strong relationships between the school and its community. Use the Google Classroom app to help teachers preserve their originality while managing students' online education.

REFERENCES

- Abuzant, M., Ghanem, M., Abd-Rabo, A., & Daher, W. (2021). The Quality of Using Google Classroom to Support the Learning Process in Automation and Programming Courses. In *International Journal of Emerging Technologies in Learning* (Vol. 16, Issue 6, pp. 72–87). <https://doi.org/10.3991/ijet.v16i06.18847>
- Anggy Giri Prawiyogi, & Aang Solahudin Anwar. (2023). Development of the Internet of Things (IoT) in the Energy Sector : Systematic Literary Review. *MENTARI Journal: Management, Education and Information Technology* , 1 (2), 187–197. <https://doi.org/10.34306/mentari.v1i2.254>
- Choirunnisa, R. (2022). The Effect of Auditor Competence and Utilization of Information Technology on Fraud Detection. *Trisakti Journal of Accounting* , 9 (1), 119–128. <https://doi.org/10.25105/jat.v9i1.10294>
- In, K., & Millennials, ERA (2021). Copyright © 2021 Muhammadiyah University Purworejo.. All rights reserved 1263 . September , 1263–1274.
- Guetterman, T. (2015). Description of sampling practices in the five qualitative approaches. *Forum: Qualitative Social Research* , 16 (2), 1–24. <https://digitalcommons.unl.edu/edpsychpapers>
- Hanifah Salsabila, U., Irna Sari, L., Haibati Lathif, K., Puji Lestari, A., & Ayuning, A. (2020). The Role of Technology in Learning During the Covid-19 Pandemic. *Al-Mutarahah: Journal of Religious Social Research and Studies* , 17 (2), 188–198. <https://doi.org/10.46781/al-mutharahah.v17i2.138>
- Haven, JJ, & Junkers, T. (2017). Online Polymerization Monitoring: Current Status. *European Journal of Organic Chemistry* , 2017 (44), 6474–6482. <https://doi.org/10.1002/ejoc.201700851>
- Herawati, P., Prameswari, JY, & Sumarti, S. (2022). Analysis of Indonesian Language Delay in Children and Its Implications for Indonesian Language Learning (Case Study of 5 Year Old Children). *ALLGORY: Indonesian Language Education Student Journal* , 2 (01), 8–16. <http://jim.unindra.ac.id/index.php/alegori/article/view/6591>
- Inanna, I. (2018). The Role of Education in Building a Moral Nation's Character. *JEKPEND: Journal of Economics and Education* , 1 (1), 27. <https://doi.org/10.26858/jekpend.v1i1.5057>
- Junaidi, A. (2015). Internet Of Things, History, Technology And Its Applications : Overview. *Scientific Journal of Information Technology* , IV (3), 62–66.
- Kusumah, AF, Bariyah, O., & Ramdhani, K. (2021). The Use of Google Classroom by Students in Learning Islamic Religious Education during the Covid 19 Pandemic. *Educative: Journal of Educational Sciences* , 3 (5), 2874–2885. <https://edukatif.org/index.php/edukatif/article/view/1011>
- L. Haven, T., & Van Grootel, DL (2019). Qualitative research pre-registration. *Accountability in Research* , 26 (3), 229–244. <https://doi.org/10.1080/08989621.2019.1580147>
- Lestari, S. (2018). The Role of Technology in Education in the Era of Globalization. *Edureligia; Journal of Islamic Religious Education* , 2 (2), 94–100. <https://doi.org/10.33650/edureligia.v2i2.459>
- Manongga, A. (2021). The importance of information technology in supporting the teaching and learning process in elementary schools. *Gorontalo State University Postgraduate Proceedings of the National Basic Education Seminar* , 978 - 623 - 98 (November), 1–7.
- Marbun, J., & Sinaga, SJ (2021). Utilization of the Google Classroom Application in Increasing the Effectiveness of Online-Based Student Learning during the Covid-19 Pandemic. *Basicedu Journal* , 5 (5), 3299–3305. <https://jbasic.org/index.php/basicedu/article/view/1326>
- Muris, AA (2021). Utilization of Google Classroom as an Online Learning Media During the Covid 19 Pandemic at the Informatics Study Program, Baturaja University. *Matrix Scientific Journal* , 23 (1), 119–132. <https://doi.org/10.33557/jurnalatrik.v23i1.1104>

- Nainggolan, AP, & Manalu, RBB (2021). Effect of Using Google Classroom on Learning Effectiveness. *Journal of Sports Coaching Education* , 2 (1), 17–30. <https://doi.org/10.31599/jces.v2i1.515>
- Nugroho, W., Setiawan, A., & Romadhoni, BN (2021). Optimization of Google Classroom Assisted Blended Learning to Improve the Quality of Learning in Elementary Schools. *Journal of Research Innovation and Community Service* , 1 (2), 141–151. <https://doi.org/10.53621/jippmas.v1i2.64>
- Riyanto, J., Agustian, B., Ardiyansyah, M., Haerudin, H., & Yaser Arafat, M. (2020). Socialization and Implementation of Google Classroom as Learning Support Media at Darul Muin Vocational School. *JAMAICA: Journal of Community Service, Informatics Engineering Study Program, Pamulang University* , 1 (1), 42–46.
- Ula Nisa et al. (2019). Application of Google Classroom in Learning English for Middle School English Teachers in Subang. *Journal of Community Service (Abdimas) IKIP Siliwangi* , 02 , 183–191.
- Van Harreveld, F., Van Der Pligt, J., & De Liver, YN (2009). Suffering from ambivalence and how to overcome it: Introducing the MAID model. *Personality and Social Psychology Review* , 13 (1), 45–61. <https://doi.org/10.1177/1088868308324518>
- Wahyuni, NPS, Widiastuti, NLGK, & Santika, IGN (2022). Application of the Non-Example Example Method in Courageous Learning to Improve Critical Thinking Skills of Elementary School Students. *Citra Bakti Scientific Journal of Education* , 9 (1), 50–61. <https://doi.org/10.38048/jipcb.v9i1.633>
- Wibawanto, A. (2018). Internet Use in Libraries. *Pustakaloka* , 10 (2), 191. <https://doi.org/10.21154/pustakaloka.v10i2.1472>
- Widiyono, A. (2020). The Effectiveness of Online Lectures for PGSD Students during the Covid 19 Pandemic. *Journal of Education* , 8 (2), 169–177. <https://doi.org/10.36232/dinding.v8i2.458>
- Wongkar, S., Sinsuw, A., & Najoan, X. (2015). Analysis of Internet Network Implementation By Combining LAN and WLAN Networks in Kawangkoan Bawah Village, Amurang II Region. *E-Journal of Electrical and Computer Engineering* , 4 (6), 62–68.
- Yadnya, MS, Sudiarta, IW, & Wirarama, IGPW (2022). Internet Signal Quality Measurement on 4G Networks in Extreme Weather Conditions. *Proceedings of Saintek LPPM University of Mataram* , 4 (1), 39–43. <https://jurnal.lppm.unram.ac.id/index.php/prosidingsaintek/article/view/478>
- Yulianti, Y., Lestari, H., & Rahmawati, I. (2022). Application of the Radec Learning Model to Increasing Students' Critical Thinking Ability. *Journal of Pendas Cakrawala* , 8 (1), 47–56. <https://doi.org/10.31949/jcp.v8i1.1915>