

Effectiveness of the Google Classroom Application as an Implementation of Technology-Based Learning Media in Madrasah Ibtidaiyah

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Abstract

Google Classroom is an internet-based learning platform provided by Google. This platform is used as a learning application in the form of a network. This research aims to describe and analyze the use of Google Classroom as a learning medium for the subject of moral beliefs about tayyibah sentences for fourth grade students at MI Al - Amin Kalibeluk. This research uses a qualitative approach with a descriptive case study method. The data collection techniques used were interviews, observation and documentation.

Based on the research results, it can be concluded that the use of Google Classroom as a medium for learning moral beliefs in class IV tayyibah sentence material at MI Al - Amin Kalibeluk has several things as follows. First, Google Classroom can be used to create topics in forums, ask questions, present material in written, video or Powerpoint form, create quizzes, assignments and daily tests. Second, there are supporting and inhibiting factors in using Google Classroom. Supporting factors include adequate computer lab and internet facilities at school, Google Classroom training, increased communication between teachers and parents, as well as convenience for teachers in the learning process. Meanwhile, inhibiting factors include difficulties in using Google Classroom by senior teachers, the absence of a Google Premium account from the madrasah, and incomplete assessments.

Thus, Google Classroom can be an effective alternative in learning moral beliefs in class IV with tayyibah sentence material at MI Al - Amin Kalibeluk. However, efforts need to be made to overcome existing inhibiting factors in order to maximize the use of this platform in the learning process.

Keywords: effectiveness, google classroom, learning outcomes

A. Introduction

In an increasingly advanced world, technology and information have influenced all aspects of life. Education as a means of developing students' potential, including knowledge, attitudes and skills, must be able to create a generation that is intelligent, dignified, moral and qualified. Therefore, in the world of education, in line with the rapid progress of science, technology and information, new innovations are needed that can support the achievement of educational goals. A teacher's success in carrying out learning activities can be measured through their effectiveness. The effectiveness of learning can be seen from how many students are actively involved in the learning process, both physically, mentally and socially. Apart from that, learning success can also be seen from the high level of desire to learn, great motivation to

learn, and the self-confidence shown by students. Thus, effective learning is an important indicator in assessing the success of educators in managing learning (Susanto, 2013, pp. 53-54).

To ensure that learning in class runs well, a teacher needs to implement various innovations in learning activities. One form of innovation that can be used is by utilizing technology-based learning media according to the demands of current developments.

One platform that provides learning by utilizing technology is Google Classroom. Google Classroom or Google virtual classroom is a learning platform that combines various educational elements, allowing teachers to easily create, share and organize each assignment without using paper (Bhakti, Andira Permata and Yoga Budi, 2020). This platform is designed to facilitate interaction between teachers and students, as well as assist teachers in creating and sharing instructions with students. With Google Classroom, a virtual classroom is created where students can access learning materials and interact with teachers and classmates. Apart from that, Google Classroom also allows teachers to distribute and collect assignments, as well as assess assignments completed by students, without any rigid time limits or class hours. Thus, Google Classroom provides flexibility and convenience in the learning process in this digital era (Nirfayanti & Nurbaiti, 2019).

Learning outcomes are changes in a student's behavior which include cognitive, affective and psychomotor aspects. These learning outcomes reflect the abilities possessed by students. Based on this, researchers can conclude that learning outcomes are the achievements obtained by a student after they have participated in a learning process that includes cognitive, affective and psychomotor aspects. Changes in behavior before and after learning activities can be an indicator of the learning outcomes achieved. Therefore, learning outcomes reflect the evaluation of learning activities carried out by students after the learning process takes place.

B. Method

In this research, researchers used qualitative research methods. The data required in this research was obtained through data collection techniques in the form of observation, interviews and documentation. This research was conducted at MI Al - Amin Kalibeluk, Warungasem District, Batang Regency, Central Java Province, Indonesia. The reasons for choosing this school were because of the school's strategic location in the middle of urban areas and easy to reach by public transportation, the school's attractive condition, complete school infrastructure, and a comfortable and orderly madrasah atmosphere, making it easier for researchers to carry out research. When this research was conducted in April 2024, the subject of this research was focused on 25 class IV students. This research focuses on the use of Google Classroom as a means of learning moral beliefs for Class IV students at MI Al - Amin Kalibeluk. This research covers the entire learning process, from the beginning of learning to assessment, in one chapter related to the *tayyibah* sentence material. Google Classroom was used as a learning medium in this research.

C. Results

Google Classroom Definition

The development of Information and Communication Technology (ICT) which is used in the educational context not only as a tool in the learning process, but can also be used for evaluation activities, both in the form of practice questions and formal evaluations (exams). Therefore, currently many universities are interested in using video conference technology or learning management systems such as Google Classroom which was first introduced in 2014. This application allows easy access for teachers and students. (Fauziah, 2019, p. 185).

Google Classroom is a platform designed to facilitate interaction between lecturers and students in the context of online learning, as well as a place for students to develop scientific ideas related to the material taught by lecturers.(Iskandar, 2020). Google Classroom is one of the more unusual components of Google For Training. As a learning application, Google Classroom offers various features that can be used to support the smooth learning process. For example, users can assign declarations or assignments to students, collect assignments that have been assigned, and view a list of students who have submitted assignments. With these features, learning can be carried out efficiently and organized. According to Sarah Wu in Yoyok Basuki(Basuki, 2020, p. 3), a software engineer from Google Classroom, he revealed that the features that Google Classroom has are Single View for student assignments, Class Arrangement, Decimal Grading, Merging new classes, Displayed class code, Ability to add a profile picture.

Google Classroom is part of a type of LMS that is designed for free, which can be used by anyone, both students and teachers, for e-learning learning processes, such as sending learning material files. This platform has storage space connected to Google Drive and email. Google Classroom also allows collaboration between students and teachers in one forum, as well as combining several different classes in one forum. Google Classroom users can share videos, files, PDFs, and images within the classroom(Alfina).

The Effectiveness of Implementing Learning in the Subject of Moral Creeds and Tayyibah Sentence Material Using Google Classroom Media on Student Learning Outcomes

Based on the results of observations and interviews, the learning process is considered successful if the learning objectives that have been set before implementing learning using Google Classroom can be achieved. If the learning objectives or plans that have been prepared can be achieved optimally, then the learning can be considered effective. Components of learning effectiveness using Google Classroom include:

- a. Achieving the main learning objectives is very important in the learning process. This learning objective reflects the direction that will be achieved during the learning process. Students are expected to be able to achieve these learning objectives in accordance with the competency achievement standards that have been set.
- b. In the current post-pandemic situation, the use of media in the learning process is very important. Google Classroom is a platform that can be used to carry out learning activities effectively. Using Google Classroom can save time and energy in the learning process.
- c. Apart from saving time and energy, using Google Classroom also makes communication between teachers and students easier. There are various facilities available in Google Classroom that facilitate interaction and communication between teachers and students. One of them is a chat column which allows direct communication between teachers and students.
- d. Learning using Google Classroom encourages students to be more active and creative in the learning process. Teachers have a responsibility to help students actively participate in this learning. Students are given the task of presenting material in video form and uploading it to YouTube. Apart from that, students are also given exam questions in the form of multiple choice or quizzes via Google Classroom. This encourages students to participate actively and develop their creativity in learning.

Effective learning involves teachers and students actively, and achieves the learning objectives that have been set from the start. The effectiveness of using Google Classroom is reflected in the interaction between teachers and students, structured presentation of material, timely submission of assignments, and well-scheduled time management. Thus, an effective learning process will produce satisfactory achievements.

Based on the observations, it can be concluded that giving assignments is an important part of the learning process. The aim of this assignment is to train students to have discipline, creativity, independence, and the ability to be active in class IV learning activities on the subject of moral beliefs, *tayyibah* sentence material. By having assignments that have a time limit from the teacher, it is hoped that students can achieve the desired results in the teaching and learning process. Learning outcomes are the individual's responsibility in experiencing change, both in terms of cognitive (knowledge, understanding, application, analysis, evaluation and creation), affective (behavior) and psychomotor (skills).

Based on the results of interviews, class IV learning of the subject of *aqidah akhlak* material on *tayyibah* sentences via Google Classroom regarding the assessment of student assignments, it can be seen that out of a total of 24 students, 70-90% of them showed the results of the percentage of assignments with an average score. This indicates that most students have completed the assignments given on time. However, there are still some students who get assignment percentages below 60. Success in this case really depends on students' understanding of the material through Google Classroom, which is influenced by communication between students and teachers. Sometimes, it is found that 2 to 4 students tend to be lazy in collecting assignments, so a strategy is needed from the teacher to monitor and control student discipline in submitting assignments.

Based on existing documentary evidence, it can be seen that the percentage of attendance of class IV students in the subject of *aqidah akhlak* material on *tayyibah* sentences through learning using Google Classroom has increased significantly. Initially, the attendance percentage reached 85%, but later increased to an average of 90%. In the fourth week, the attendance percentage reached 100%. This shows that effective learning is learning that actively involves students in the process. By actively involving students, learning objectives can be achieved well. However, not only learning objectives must be achieved, but also the stages in the learning process must be carried out and realized in order to produce maximum learning outcomes.

D. Discussion

The research results support the findings of previous researchers, namely research conducted by Sabran and Edy Sabara on 'The Effectiveness of Google Classroom as a Learning Media'. The implementation of Google Classroom learning from various variables shows positive results, such as learning planning with a trend level of 77.57%, designing and creating materials with a trend level of 75.14%, learning delivery methods with a trend level of 75%, learning interactions with trend level of 66.10%, evaluation of learning implementation with a trend level of 69.01%, and overall learning implementation criteria with a trend level of 77.27%. Thus, all aspects show quite effective results (Sabara, 2015).

In another research conducted by Hutomo Atman Maulana regarding "Students' Perceptions of Online Learning in Vocational Higher Education: A Comparative Study between the Use of Google Classroom and Zoom Meeting", research results based on questionnaires were found which showed that the implementation of learning through zoom meetings and Google Classroom the teaching and learning aspect of zoom meetings is in a good category. The same thing also happens when using Google Classroom. Apart from that, the capabilities and infrastructure aspects of the two platforms are also considered good. Thus, the percentage of convenience obtained is 66.4%.

Based on the results of the research that has been described, it can be concluded that the use of Google Classroom in class IV learning of the subject of moral beliefs, *tayyibah* sentence

material, has proven to be effective. Google classroom is an application that can be used as a learning medium, which makes it easier for teachers to carry out the learning process and assess students. Apart from that, student perceptions also show that Google Classroom has good learning management, especially in terms of collecting assignments. This creates student discipline and responsibility in completing the assigned tasks.

Effective learning is based on the understanding that students will be more interested if learning is carried out with development and students feel comfortable in their learning environment. To achieve effective learning, several principles need to be considered in the learning process.

First, students must have high readiness and motivation so that learning outcomes can be better. This readiness includes knowledge about using Google Classroom in learning as well as mental and physical readiness to take part in learning through Google Classroom.

Second, teachers need to use tools that attract students' attention in delivering material so that students can learn better.

Third, students are expected to be able to actively participate in learning by carrying out mental and physical activities such as thinking, feeling, reflecting, asking questions, responding to answers, writing, and doing assignments.

Fourth, repetition of material is also important in learning to ensure students really understand the material. Repetition can be done by providing a short explanation at the beginning and end of the lesson. Finally, feedback is also important in learning to provide students with information about their progress and help them improve their understanding. By applying these principles, learning can become more effective and student learning outcomes can improve.

E. Conclusion

The conclusion in this research is that, The effectiveness of using Google Classroom by MI Al-Amin Kalibeluk teachers has been proven to be effective in achieving learning objectives. The various features available in Google Classroom are utilized well in the learning process Class IV subject of moral beliefs, material on *tayyibah* sentences. This makes using Google Classroom effective and efficient. The effectiveness of learning can be measured through student learning outcomes.

F. Thank-you Note

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G. Conflict of Interest

1. **Researcher Interest:** Researchers conducting this research may be interested in proving the effectiveness of Google Classroom in improving student learning outcomes. If a researcher has an affiliation with an application developer or manufacturer, there is the possibility of a conflict of interest that could affect the research results.
2. **Educational Interest:** The educational institutions or institutions involved in this research may have an interest in demonstrating that the use of technology such as Google Classroom can improve student learning outcomes. This can create pressure to support findings that support the claim.
3. **Student Interests:** Students who are research subjects also have interests. They may have personal preferences or experiences that can influence their perception of the use of applications in learning Aqidah Akhlak. For example, if they are uncomfortable with technology or don't like using apps, this may impact their participation or response to testing.
4. **Academic Interest:** For journal authors, there is an academic interest in producing significant or interesting findings. This can create the potential to select or emphasize results that support a particular theory or hypothesis, even if the existing data does not fully support it.

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