



## Analysis of the Utilization of the Online Learning Media Platform

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### ABSTRACT

*The purpose of this study was to analyze the effectiveness of online learning at KH. Abdul Wahab Hasbullah's Excellent Madrasah Aliyah. The research method used is descriptive qualitative. The data collection technique was carried out by the researcher using the interview method with several subjects as a research source, namely the curriculum waka and several subject teachers in KH. Abdul Wahab Hasbullah's Superior Aliyah Madrasah. Respondents said madrasah E-Learning, Google form, Google meet, and WhatsApp were the most preferred access for teachers, because they were easy to use and were free of charge. Google Drive and Zoom are rarely used because Zoom has to use a strong network which causes the classroom atmosphere to be less conducive due to differences in the strength of the student network. Finally, the researchers' suggestions for increasing the effectiveness of online learning for educators, namely: Teachers should open themselves to learning and make positive learning innovations, especially in implementing online learning strategies using interesting and fun methods, and listening to input from students.*

**Keywords:** *Analysis; Learning Media; Online.*

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### INTRODUCTION

According to (Mulatsih, 2020) the impact of the Coronavirus Disease (Covid-19) which has hit almost all parts of the world, various countries have implemented a social distancing system as an effort to prevent the transmission of Covid-19. This epidemic was announced by the world health organization as Pandemic and has changed the situation from various aspects including the aspect of education. According to (yuni fitriani, 2020) this phenomenon causes many problems and obstacles that are felt by teachers and students. Based on a circular from the Indonesian Minister of Education and Culture No. 3 of 2020 Prevention of COVID-19 in the Education unit, all levels of educational institutions are required to make changes to the learning model and process where the teaching and learning process that was previously conventional (face-to-face) becomes an online or online learning system.

For now the method that is often used for learning is the Learning Management System (LMS) method, which is a method which utilizes applications that support online or online teaching and learning such as Google Meet, Google Form, Zoom, and some use WhatsApp groups. Talking about media issues according to (Muhammad Yaumi, 2018) media comes from a Latin word which means between or intermediary, which becomes a link between sources of information and recipients of information. The term learning can be seen and understood from two words, namely the word construction and instruction. Construction is intended for passive students, while instruction is intended for active students. In short, learning can be understood as a deliberate effort to manage an incident or learning event in providing facilities to students so that students get the objectives of the learning. So if seen from the above definitions, the conclusion of online learning media is a system (container) that aims to support the teaching and learning process remotely or work from home (learning from home) and ensure the effectiveness of online learning.

Studies on the Analysis of Online Learning Media Platform Utilization have been conducted by several previous researchers based on existing data (1) (Iqbal et al., 2018) regarding the use of Google Forms as a medium for assigning course assignments; (2) (Sutini et al., 2020) concerning the

Effectiveness of Online Learning Using Madrasah E-Learning on Optimizing Students' Mathematical Comprehension; (3) (Sawitri, 2020) regarding Google Meet for Work From Home in the Era of Pandemic Coronavirus Disease 2019 (Covid-19).

Based on these references, research on the Analysis of Online Learning Media Platform Utilization has never been carried out. So we conducted research that focused on: (1) What are the Learning Media Platforms used at MAU KH. Abdul Wahab Hasbullah Jombang?; (2) How is the effectiveness of the online learning media platform in increasing learning completeness?. Thus, researchers hope that it can be used as a reference for teachers to choose online learning media appropriately and effectively.

## **METHOD**

This study uses a qualitative research method based on the philosophy of postpositivism. The object of research on the use of online learning media platforms is located at Madrasah Aliyah Unggulan KH. Abdul Wahab Hasbullah Jombang. As for the reason the researchers chose the school because in terms of quality, the superior Madrasah Aliyah KH. Abdul Wahab Hasbullah Jombang is one of the leading schools that has many achievements, both academic and non-academic achievements. Thus, researchers have the desire to dig up information related to how effective the use of online learning media platforms is.

The steps in implementing the descriptive method according to (Sugiyono, 2010) are as follows; (1) Observation, (2) Interview, (3) Documentation. And research techniques namely; (1) Data reduction, (2) Presentation of data, (3) drawing conclusions. For the problem of checking the validity of the data according to (Salim dan Sahrum, 2012), namely; (1) Long attachment, (2) Persistence of Observation, (3) Triangulation.

## **RESULT AND DISCUSSION**

From the results of data collection conducted by researchers, namely the interview method with several subjects as a research source, namely the curriculum waka and several subject teachers in MA Unggulan KH. Abdul Wahab Hasbullah. The use of online learning media platforms at Madrasahs has used and implemented various types of media platforms, even before the Covid-19 pandemic occurred which resulted in learning being carried out online or online. In MA Featured KH. Abdul Wahab Hasbullah himself has implemented various learning media platforms, namely madrasah E-Learning, Google forms, Google meet, Google Drive, WhatsApp, and Zoom. The following are the results of respondents' answers that describe the statements given about the effectiveness of the online learning media platform.

The results of the interviews indicate that the use of instructional media platforms in MA. Featured KH. Abdul Wahab Hasbullah is less effective when seen from several factors such as a quote from an interview with Mr. Imam Taufik, a nahwu subject, said that: "If the atmosphere of students during online KBM takes place sometimes it is quiet because students do not respond". From the answers above, it can be seen that students' responses to learning using online learning media platforms are less attractive to students, especially towards certain subjects that are less suitable when using learning media platforms.

However, when viewed from a technical point of view, such as the problem of supporting infrastructure for online learning at KH Abdul Wahab Hasbullah's flagship Aliyah Madrasah has been adequate, such as the existence of a wifi network in every room and class, LED TV, and several paid learning media platforms that have been prepared by the school. influential in the effectiveness of online teaching and learning. However, when viewed from the situation in the field, according to (Baety, D & Munandar, D, 2021) the cause of the ineffectiveness of online learning is due to the sudden change in the previously conventional teaching and learning system to online so that there are many obstacles faced by teachers and students during the adaptation period.

E-Learning madrasah, Google form, Google meet, and WhatsApp are the most preferred accesses for teachers to help run online teaching and learning activities. On the other hand, as for the web or application, Google Drive and Zoom are rarely used by the teachers at KH Abdul Wahab Hasbullah's Superior Aliyah Madrasah.

The Indonesian Ministry of Religion created Madrasah E-Learning as an infrastructure in terms of education as an online learning medium. The madrasah E-Learning itself is a free application created to support online learning. According to (Sutini et al., 2020) E-Learning madrasah makes it easier for students to understand subject matter when the learning process is carried out online, can make it easier

for students to access learning material provided by the teacher, and E-Learning has a wide range so that students can easily access it. In MAUWH this application is used starting from making teacher journals, learning implementation plans (RPP), distributing assignments, managing daily assessments to computer-based exams.

Google Form, which is one of the Google Docs services, the features of Google Form can be shared with people openly or specifically to Google account owners with accessibility options, such as read only (read only) or editable (can edit documents). According to (Seli Marlina Radja Leba, 2020) Google docs can also be an alternative for people who do not have the funds to buy paid applications to use free programs instead of pirating paid programs. Before creating and using Google Docs features such as Google Forms, we are required to have an integrated universal Google account to enjoy all the features of Google's free services. This is used for online learning at MAWH. Google Form makes it easy for educators to make questions or questionnaires to students, so that it can streamline remote assignments, and students can easily access and answer assignments given by the teacher. The Google company issued the Google Meet application that users can access and use for free to make video calls with 25 other users per meeting. With the existence of Google Meet, it can be used as an alternative for online learning media during this pandemic.

The effectiveness of Google Meet according to the results of interviews that this platform is easy to use. As for the obstacles from Google Meet, namely the condition of the class when the teaching and learning activities took place was not conducive because the different internet providers used by students had different network strengths, there were also students who were constrained by quota problems causing the learning process to not be optimal. Then according to (Agung Mahardini, 2020) the problem for teachers is that when delivering material in the form of calculations such as mathematics, students also have difficulty understanding the material.

According to (Sohibun & Ade, 2017), before becoming Google Drive, Google named it Google Docs. Google developed Google Docs so that it became Google Drive. The function of Google Drive itself is to store various types of files and sizes that are stored through the user's Gmail account. At MAWH, it is very rare to use Google Drive for learning media. Using Google Drive is actually easy and free, but it can only be used for task collection media so that the function of Google Drive is only as a supporting platform for learning media.

According to (Naserly, 2020), the Whatsapp application is a form of software used as social media that connects many people in an audio-visual communication and is also supported by relatively fast chat capabilities when compared to other applications, for example BBM, FB Massanger or Yahoo. Massanger. The application made by Brian Acton and Jan Koum, which is now being acquired by Facebook, namely the WhatsApp application, has made it easy to communicate in online learning. Many teachers at MAUWH use the Whatsapp group feature to coordinate students. Besides being easy, this application saves quota and can still be used even if the network is limited. This application is also very efficient for providing material in the form of documents and Voice Notes. WhatsApp also makes it easy for students to ask questions when they have difficulty understanding the material given. Zoom is a video conferencing service that has practical capabilities in presenting an online meeting atmosphere. This paid application can be accessed free of charge with a maximum user capacity of 100 people and a conference duration limit of around 40 minutes. This application is equipped with the Sharing Screen feature which is able to facilitate the needs of teachers in presenting teaching materials like face-to-face meetings in conventional classrooms to students.

The Zoom application is less attractive to teachers because zoom must use a strong network. There are many complaints from students who enter and exit the application due to unstable signal constraints, causing the classroom atmosphere to be less conducive. And the zoom application is a paid application, although there are free features but the zoom duration and participants are limited, it also makes this application less effective for online learning.

Basically, if in retrospect, teachers and students actually prefer offline learning to online learning because the face-to-face teaching and learning system is considered to be more effective and efficient in understanding material, communicating, and more precisely in the distribution of teaching and learning time.

## **CONCLUSIONS**

Based on the results of this study, Madrasah E-Learning, Google form, Google meet, and

WhatsApp are the most preferred accesses for teachers to help run online teaching and learning activities at Madrasah Aliyah Unggulan KH. Abdul Wahab hasbullah. The main reason for the use of learning media platforms in MAUWH was less effective, namely the signal network problem and the limited student quota. The change in the previously conventional teaching and learning system to online suddenly caused many obstacles that were encountered by teachers and students during the adaptation period, causing the online classroom atmosphere to be not conducive.

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