Google Classroom as an Online Learning Facility: Students Admission at MTs Al-Ihsan Jombang

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ABSTRACT

This study aims to determine student acceptance of the use of Google Classroom as an online learning facility at Mts Al-Ihsan Kalikejambon Tembelang. This research uses R&D or development research methods. This study adheres to the model developed by Borg and Gall (2003). The development procedure in this study includes several stages (1) potential and problem analysis, (2) data collection, (3) product design, (4) design validation, (5) design improvement, (6) product testing, (7) product revision. Data collection techniques in this research were obtained by two methods of data collection, namely questionnaires and documentation. The data analysis technique used in this research is qualitative data analysis and quantitative data analysis. The research findings show that 1) students can accept it well with the average result of the questionnaires distributed that is 76% of 15 students. 2) The results of expert validation of the material through the google classroom learning facility with a feasibility percentage of 74.05%, while the results of media validation by experts are 77.14%, for the media it is declared feasible to be applied during online classroom learning through Google classroom.

Keywords: Student Admission, Google Classroom, Online Learning Facility.

INTRODUCTION

The use of the Google Classroom learning facility would be an alternative solution for teachers and students during the pandemic which caused the prohibition of face-to-face learning processes (Ashoumi & Shobirin, 2019a). Besides being relatively easy to use, Google Classroom can also be said to be a cheap and light learning tool because it can be done through smartphones or computers/laptops, besides that this facility has an attractive and comfortable appearance because can be applied anytime and anywhere (Ashoumi & Shobirin, 2019b); (Khoiroh et al, 2020).

To improve students' literacy skills, Google Classroom is one way to utilize new media in the process of teaching and learning activities (Hapsari & Pamungkas, 2019). Through online learning, it is hoped that students can further develop their abilities in a better direction (Gunawan & Sunarman, 2017). Based on Government Regulation number 55 of 2007 concerning Religious Education and Religious Education, Islamic religious education is education that provides knowledge and shapes the attitudes, personality, and skills of students in practicing their religious teachings, which is carried out at least through subjects / lectures on all paths, levels, and types of education Al-Ghozali & Roziqin, 2020). Thus, the development of children's learning will depend on whether the teaching and learning process delivered by the teacher is good or not. The development of children's learning at home during the COVID-19 pandemic will clearly tend to be different from the development of learning in schools so that teachers as facilitators must have various innovations, providing motivation for students in carrying out teaching and learning activities.

Madrasah Tsanawiyah Kalikejambon Tembelang is one of the schools that has utilized online learning as a learning medium in the current condition, namely the Covid-19 situation. Learning activities at the school utilizemedia *google classroom* as a learning tool. In the learning process students are given material and assignments which then give the results of assignments through *google classroom.* Based on the description of the problems above, this study will examine the efficiency aspect of the google classroom learning facilities used by Mts/SMP and MA/SMA teachers in SKI subjects in the Jombang area. So that the authors are interested in taking the title of the study on Student Admissions on the Use of Google Classroom as an Online Learning.

METHOD

This research uses development research which is usually abbreviated as R&D. The purpose of development development is to create a development product (Ajiwerdhi et al, 2012). The product developed in this study is teaching material for SKI subjects. Several research development models have been developed by experts (Borg & Gall, 2003; Dick & Carey, 1996; Thiagarajan, 1974). This study adopts the model developed by Borg and Gall (2003). According to Borg & Gall (2003) development research consists of ten steps which include (1) needs analysis, (2) planning, (3) product draft development, (4) initial field trials, (5) revising test results, (6) field trials, (7) refinement of products resulting from field trials, (8) field implementation tests, (9) refinement of final products, and (10) dissemination and implementation. Due to limited manpower, time, and cost, the researchers modified the development steps into seven stages, namely, (1) potential and problem analysis, (2) data collection, (3) product design, (4) design validation, (5) improvement. design, (6) product trials, (7) product revision. (Sugiyono, 2014)

RESULT AND DISCUSSION

Result

- Product Trial Results
- The small group trial
  Small groups of test results performed on 5 students were given a questionnaire to ensure the efficiency of the media google classroom learning. The aspects and criteria include:

Table 1. The Efficiency of The Media Google Classroom Learning

No	Indicator	Percentage
1	Using google classroom allows students to complete assignments faster	80%
2	Google classroom improves student learning performance	84%
3	Google classroom increases productivity in learning	92%
4	Google classroom is useful in the learning process	92%
5	Google classroom is easily accessible	88%
6	Use of Google classroom is flexible	92%
7	Google classroom attracts students' attention in the learning process	92%
8	Through Google classroom allows students to get feedback more quickly from the teacher	92%
9	Students feel happy using Google classroom in learning	88%
	Total	89%

It can be concluded for the small group trial which was distributed to 5 students with a total of 89%. This means that the use of Google Classroom for online learning can be developed and can also run effectively and efficiently.

- Field trial
  This development research was conducted at MTs Al-Ihsan Kalikejambon Tembelang Jombang with a total number of research subjects, namely 15 students. The implementation of this research is at the end of January until the beginning of February 2021. The results of the development carried out in this study are to produce learning media that are accessed through the virtual google classroom as a supporter of SKI learning activities. The aspects and criteria include:

Table 2. The Efficiency of The Media Google Classroom Learning

No	Indicator	Percentage
1	Using google classroom allows students to complete assignments faster	76%
2	Google classroom improves student learning performance	73%
3	Google classroom increases productivity in learning	79%
4	Google classroom is useful in the learning process	83%
5	Google classroom is easily accessible	71%
6	The use of Google classroom is flexible	75%
7	Google classroom attracts students' attention in the learning process	76%
8	Through Google classroom allows students to get feedback faster from the teacher	77%
9	Students feel happy using Google classroom in learning	79%
	Total	76%

It can be concluded for the table above that student enrollment at Mts Al-Ihsan Kalikejambon Tembelang class IX B towards the use of google classroom as an online learning tool is 76%, therefore the response of class IX B students at Mts Al-Ihsan can be stated to accept the use of google classroom as online learning media in schools.

- Media Feasibility

The steps used in testing the feasibility of the google classroom virtual media as a supporter of SKI learning activities on the material about walisanga, are adjusted to the Borg and Gall model development procedure which is explained as follows:

- Potential and Problems

The potential in this research is the availability of free quotas for students, and also teachers can operate technology (technology literacy) which means there are no obstacles for teachers to do virtual learning. With this potential, researchers developed the google classroom learning media as a supporter of SKI learning activities. This potential is useful for learning during a pandemic like now which has been set by the government for these schools.

Meanwhile, the problem is that not all students can operate the Google Classroom facility, which may be because students are getting to know what Google Classroom is for the first time. So researchers here and for teachers must be able to introduce and teach them to facilitate learning.

- Data Collection

After the potential and problems are identified, then data collection is carried out. Data collection is important to determine the needs of students for products developed through research and development. From the data obtained, that in the school there is no SKI learning media based on information and communication technology, especially the virtual google classroom.

- Product Design

After data collection, the next step is to design the initial product of the Google Classroom learning media to support learning activities, by adjusting the core competencies, basic competencies, indicators, learning objectives, and syllabus based on the MTs Al-Ihsan school curriculum. The process of making Google Classroom media as a means of online learning is to collect materials for making media (images and materials), making the initial product in the form of a video poster. After the materials have been collected, a product development is carried out which consists of several parts of the material in the form of a poster.

Figure 1. Material in Poster Media

- Design Validation

After making the google classroom media product design, the researcher carried out the product design validation stage which consisted of two experts, namely material experts and media experts. The validation instrument in the material expert and media expert assessment questionnaire uses a scale *Likert*. The validation is as follows:

- Material Expert Validation

Material expert validation is carried out by filling out an assessment questionnaire sheet on each assessment aspect consisting of three criteria: content feasibility aspects, presentation feasibility

aspects and Contextual feasibility. The material expert who became the validator in this study was 1 lecturer of the Islamic religious education study program at KH University. A. Wahab Hasbullah Jombang who has competence in accordance with the walisanga material in the developed media.

After the scores from the material experts are collected, the researcher calculates the percentage of quality scores for each aspect of the google classroom media questionnaire using thescale *Likert*. The results of the material validation are in Table 3.

Table 3. Results of Material Expert Validation Early Stage

No	Aspect	Percentage (%) Ideality	Criteria
1	Content Feasibility	74,6%	Eligible
2	Presentation Feasibility	77,5%	Eligible
3	Contextual Assessment	70%	Eligible
Avarage		74,05%	Eligible

The results of the material expert's assessment are categorized as very feasible if X> 80%; feasible if 61% < X 80% ; quite feasible if 41% < X 60% less feasible if 21% < X 40% and very less feasible if X 20%. From the calculation data on the three aspects of the initial stage of material validation, it can be seen that the content feasibility aspect gets a percentage of 74.6% with appropriate criteria, 77.5% presentation feasibility aspect with appropriate criteria and in the contextual assessment aspect with a percentage of 70% with eligible criteria, thus obtained the average number of total aspects of 74.05% with proper criteria.

Suggestions for improvement from material experts are that the first is the material is presented well but in terms of depth and breadth it is not so relevant. Second, the examples presented in the material are good and suitable for everyday life.

The assessment of the material expert validator consists of three aspects. These three aspects are aspects of content feasibility, presentation feasibility and contextual assessment aspects.

- Media Expert Validation

  Media expert validation was carried out by filling out an assessment questionnaire consisting of aspects of graphic feasibility. There are 14 statements in this aspect. The suggestions for improvement from the validator are that the poster media is well made, but the colors can be improved so that they are not too flashy.

  Media validation is done by filling out a questionnaire sheet for assessing the feasibility of graphic aspects. There are 14 statements in this aspect. The results of media expert validation are presented in Table 4 as follows.

Table 4. Media Expert Validation Results

| No	Aspect	Percentage (%) Ideality	Criteria
1	Feasibility of Graphics	77,14%	Eligible
Avarage		77,14%	Eligible

Based on the results of table 2 above, the assessment on the feasibility aspect of graphics is 77.14% with proper criteria. So the average score for this aspect is 77.14%. Which means that the Google Classroom media is declared eligible.

- Design Revision

  After the product design was validated through the assessment of material experts and media experts, the researcher revised the product design that was developed based on expert input. What is presented in Table 5 are suggestions for revision of material expert validation as follows.

Table 5. Suggestions for Revision of Overall Validation of Material Experts

No	Suggestions/inputs for revision	Results of Revision
1	The material is presented well but in the aspect of depth and breadth it is not very relevant.	The presentation of the material has been explained clearly so that it is more relevant
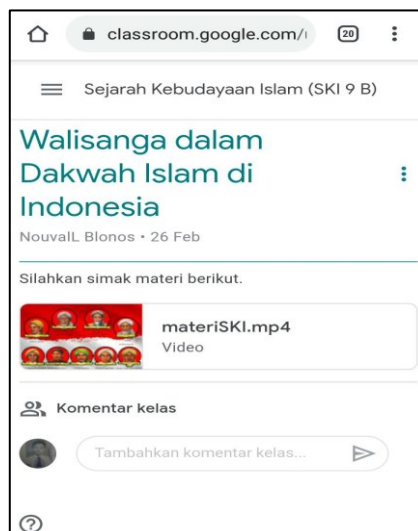
Figure 3. Revised results

In the revision above, the researcher re-explained the material presented in a more clear, broad and effective way.

For the next revision, which is the revision of the media expert validation, the researcher revised the product design developed based on expert input, which is presented in Table 6. Suggestions for improving the validation of media experts are as follows:

Table 6. Overall Revision Suggestions for Media Experts

No	Suggestions/inputs for revisions	Revision results
1	Correcting the colors in the images so they are not conspicuous	Already changing the colors in the image

The last revision from the researcher who adjusted the advice from the material expert validator was to change the color of the image so that it was not conspicuous. This can be seen in Figure 4 bellow.

Figure 4. Poster Media After Revision

Discussion

Research and development is defined as a systematic study of complete scientific knowledge or understanding of the subject under study. This research is classified as basic or applied according to the researcher's goal, which is to develop learning media that is accessed through google classroom that is suitable for use as a supporter of PAI learning activities on walisanga material and to find out student responses to the developed google classroom learning media. Eligibility assessment by experts on learning media accessed through google classroom as a support for PAI learning activities on walisanga material which was developed using a data collection instrument in the form of a questionnaire, which then overall obtained an assessment with the "Eligible" criteria. As for the responses of class IX B

students using a data collection instrument in the form of a questionnaire, as well as obtaining an overall assessment with the criteria of Very Good which means that learning media accessed through google classroom makes students more interested in learning walisanga material and the media is easily accessible anywhere and anytime. only as long as it is connected to the internet.

Learning media that is accessed through Google Classroom as a supporter of PAI learning activities can help the online learning process become more independent and can be used to monitor student progress during online learning at home because materials, exercises and quizzes can be accessed easily anytime and anywhere, with development This learning media that is accessed through Google Classroom, the researcher wants to answer the challenges of adult education, namely being aware of the importance of information technology, where information technology should be used to improve learning competencies.

During the process from the beginning of the development of learning media until the final product is obtained, there are supporting factors and inhibiting factors obtained by researchers. These supporting factors include:

- The existence of the internet makes it easier for researchers to collect materials such as pictures to be included in the developed learning media.
- Media content in the form of posters that are videoed is a medium that allows researchers to design as attractive as possible, incorporating elements of various colors and images.
- The development of image processing software such as photoscape and photoscape makes it easier for researchers to design learning media as creatively as possible, with a better appearance than if the learning media were designed manually.

In addition to the supporting factors, the researcher also found the inhibiting factors during the process of developing learning media. These factors include:

- There are several images that have low capacity resulting in broken image designs, this causes in the development process researchers need to redesign the broken images.
- When making poster media, they often forget the size, which makes researchers repeat posters over and over again. While in the video, the researcher must convert it to a smaller size so that it can be uploaded to Google Classroom so that when the respondent accesses Google Classroom, the video can be downloaded.

The final product resulting from this research and development is a learning media that is accessed through the virtual google classroom which is used to improve student learning activities on walisanga material, which has advantages as a learning medium. These advantages include:

- Access space that can be limited according to the network created
- Learning system that can be adapted to the needs (because it is open source)
- Uploaded media can be in the form of text, video or links.
- The media in the Google Classroom can be simply read or downloaded by students.

Media which is accessed through the Google Classroom virtual class, apart from having advantages as a learning medium, it also has some drawbacks. These shortcomings include:

- Requires more understanding of system
- The need for experts to build the system
- It costs more
- The media in the Google Classroom is limited to a capacity of 2Mb.

CONCLUTIONS

Online learning with Google classroom facilities in learning SKI class IX B at Mts Al-Ihsan Kalikejambon Tembelang, students can accept it well with the average results of the questionnaires distributed ie 76% of 15 students. The results of expert validation of the material through the google classroom learning facility with a feasibility percentage of 74.05%. The results of expert validation on the media, namely in the form of posters that were videoed using the XRecorder application, with a feasibility percentage of 77.14%, for the media it was declared feasible to be applied during online classroom learning through Google classroom.

Learning media that is accessed through Google Classroom as a supporter of PAI learning activities can help the online learning process become more independent and can be used to monitor student progress during online learning at home because materials, exercises and quizzes can be accessed easily anytime and anywhere. Learning using google classroom is not far from the advantages and

disadvantages found in the google classroom, the advantages of google classroom include:
- Access space that can be limited according to the network created
- Learning system that can be adapted to the needs (because it is *open source*)
- Uploaded media can be in the form of text, video or links.
- The media in google classroom can be read or downloaded by students.

The disadvantages of google classroom include:
- Requires more understanding of the system
- The need for experts to build the system
- Requires more costs
- The media in the Google Classroom is limited to a capacity of 2MB.

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