



## The Effect of Blended Learning Method using Google Classroom Media on Student Achievement in Islamic Education

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### ABSTRACT

*The purpose of this study is to prove significantly the influence of bleanded learning method through the use of google classroom media on student achievement in PAI subjects at SMP Plus Darussalam Jember.. This research is quantitative research. The study sample consisted of 98 respondents but the researchers only took a sample of 78 students. . influence of bleanded learning method through the use of google classroom media on student achievement in PAI subjects at SMP Plus DarussalamJember. The results showed that the use of bleanded learning method through google classroom positively and significantly affects student learning outcomes in PAI subjects with this can be seen from the hypothetical test results of  $0.474 > 0.05$  so it can be said that there is an influence of bleanded learning method through the use of google classroom media on student achievement in PAI subjects in SMP Plus Darussalam Jember.*

**Keywords:** *Blended Learning; Google Classroom; Student Achievement.*

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### INTRODUCTION

During the Covid-19 pandemic, learning is done at home or online as the best solution. One of the online learning media that is currently developing and starting to be used is Google Classroom is a special application used for learning daring that can be done remotely so that it makes it easier for teachers to create, group and share assignments in addition teachers and students can each saat do learning activities through the Classroom Classroom and students can also learn, listen, read and send assignments remotely (Dewi, 2020).

Applications that can support the implementation of online learning among others through various discussion rooms such as google classrom, whatsapp, smart classes, zennius, quipper and microsoft. During the Covid-19 pandemic, learning is done at home or online as the best solution. One of the online learning media that is currently developing and starting to be used is Google Classroom is a special application used for online learning that can be done remotely making it easier for teachers to create, group and share assignments. In addition, teachers and students can do any learning activity through the Google Classroom classroom, and students can also learn, listen, read and send assignments remotely (Prasojo & Riyanto, 2011).

Based on the results of an interview with Mr. Badrullah as a teacher of Islamic Religious Education on March 16, 2021 after the implementation of the Midterm Assessment, information was obtained about the process and results of PTS that the implementation of this exam went well, but there are still unsatisfactory scores (Zulfah & Mauladani, 2021). The teacher is very regretful that there are students who have a good IQ and EQ and in their daily life seem active in teaching and learning activities but in the results of the examination of Islamic Religious Education subjects are not satisfactory (Darmawan, 2011).

In the core study focus on three problem formulations, namely how blended learning with Google Classroom media, how to know student achievement in PAI subjects and there is and the absence of influence of Blended Learning-based learning with Google Classroom media on student learning (Umam & Sulaikho, 2021). This research aims to describe Google Classroom and student learning achievements in PAI subjects. In addition, to know the application of Blended Learning-based learning with Google Classroom media to improve student achievement in PAI subjects (Isroqmi, 2020).

**METHOD**

This research approach uses quantitative research, quantitative research data drawn as a research method based on the philosophy of postivism, used to research on a particular population or sample. The purpose of quantitative research is to develop and use mathematical models. Theories or hypotheses related to natural phenomena (Shofiyani & Sholihah, 2021). The measurement process is a central part of quantitative research because it provides a fundamental relationship between empirical observation and mathematical expression of quantitative relationships. In this study using quantitative method, this research was conducted at SMP Plus Drussalam Tisnogambar Bangsalsari Jember, the subject of the researcher is a grade I, II, III smp plus darussalam student of 98 children. In this case the researchers used sample research. There are two data collection tools in this research to obtain the main data, namely questionnaires about Google classroom and decommentation rapot to describe the learning achievements of pai subjects students in the first semester. Data obtained from questionnaires, analyzed descriptively and then continued with the formula chi squared, then to know the strength of the relationship then done with coefficient contingency analysis (Sugiyono, 2019).

**RESULT AND DISCUSSION**

Student learning achievements in the eyes of Islamic religious education at SMP Plus Darussalam Jember. The achievements of learning Islamic Religious Education in students of SMP Plus Darussalam Tisnogambar Bangsalsari Jember are in the category of sufficient tendencies. Based on the score the frequency distribution results showed students were quite 77%. This is in accordance with the results of interviews with Islamic Religious Education teachers, namely Mr. Badrullah, S.Pd.

Every day in the process of Teaching and Learning Activities (KBM) can be said to be conducive, so that the students' learning outcomes are quite good. Students are required to be able to master all three areas of cognitive, affective and psychomotor. Considering the inadequate facilities and factors of the home environment is less supportive so the teacher has little difficulty to make students very capable (Wong, 2020).

That SMP Plus Darussalam has carried out the teaching and learning process well, but the home environment factor is less supportive so that students' learning achievements appear less than maximum (enough).

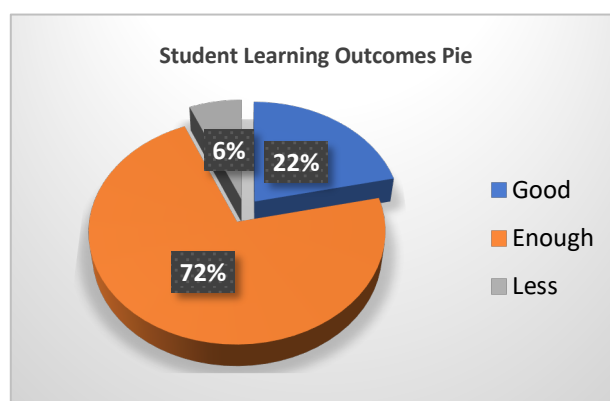
**Table 1.** Student Learning Outcomes PAI Subjects

No	Name	Value	No	Name	Value
1	Ahmad Dinawansyah	79	41	Erik Subastian	72
2	Ahmad Rofiki Iksan	75	42	Fitria Ningsih	76
3	Ahmad Saiful Bachri	81	43	Hamida	83
4	Ainul Yaqin	76	44	Hengki Kurniawan	80
5	Angga Pratama	76	45	Holil	75
6	Bayu Saputra	75	46	Imroatus Sholehah	79
7	Diki Ardianto	80	47	Koyyimun nisa'	78
8	Diva Pradita Astisia	81	48	Lukmanul Hakim	79
9	Dwi Indah Cahyani	72	49	M.Zaenal Abidin Wahid	76
10	Faisal	78	50	Moch. Maruf	75
11	Fera Andriyani	82	51	Mochammad Alfin Saputra	83
12	Ferdiansah Saputra Harianto	84	52	Moh Al Farizi	80
13	Johan Maulana Ardiansyah	81	53	Moh. Sahroni	75
14	Kamiliya	82	54	Muh. Syahrul	76
15	Lailatul Mukarromah	72	55	Muhammad Baihaki	76
16	Maisaro	79	56	Noval Kurniawan	73
17	Maizah Putri Ajeng Erawati	87	57	Oktavia Dwi Ramadani	85
18	Muhammad Ali	79	58	Rika Ulan Sari	85
19	Muhammad Arifin	77	59	Riski	84

20	Muhammad Firdan Nurdiansah	75	60	Risma Aini Zahro	85
21	Muhammad Miftahul Wahab	79	61	Siti Munawaroh	81
22	Muhammad Musleh	76	62	Siti Nadhivatul Karimah	85
23	Raudlatul Arika	81	63	Siti Saidah	81
24	Risalatul Muawannah	81	64	Subandi	75
25	Rizka Ulandari	73	65	Yolanda	88
26	Rizki Mubarak	81	66	Ivan Ali Muhdor	75
27	Sandra Kirana Nursabrina	82	67	Adhitya Firmansyah	78
28	Siti Aisyah	78	68	Agil Try Kurniawan	77
29	Ulfa Susiati	81	69	Al Rahayu	86
30	Wilda	72	70	Ariel Andrean Syah	74
31	Yuda	78	71	Ayubi	75
32	Andi Nofawan	77	72	Azizatur Rohma	84
33	Andini Saputri	77	73	Deva Putri Diningrum	78
34	Angga Fitra Ramadan	77	74	Devi Ratnasari	82
35	Angga Yuliantoro	74	75	Dewi Hilmiya Putri	80
36	Ayu Aprillia	86	76	Dewi Salma Nursafika R.	85
37	Budiyanto	74	77	Dinda Sri Wahyuningsih	87
38	Debi Miftahul Hikmah	81	78	Fanti Usnul Fatimah	83
39	Devi Ayu Lestari	79	79	Febri Wahyudi	77
40	Eksan	74			

**Table 2.** Category

No.	Category	Sum	Percentage
1	Good	17	17%
2	Enough	57	57%
3	Less	5	5%



**Figure 1.** Student learning outcomes

Correlation between Google Classroom and Student Achievement in Islamic Education Subjects

**Table 3.** Google Classroom Grade Comparison Results And Student Learning Outcomes

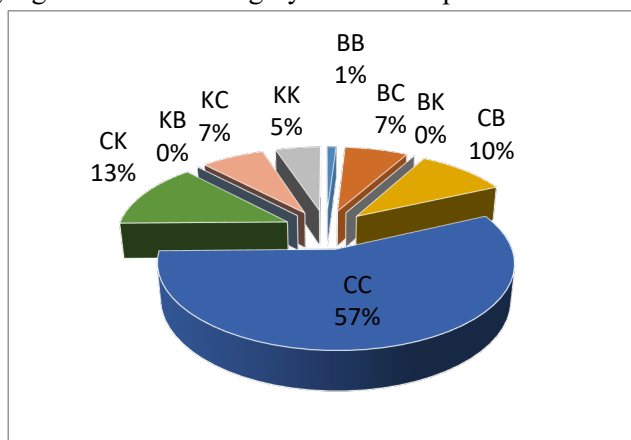
No. Resp.	Google Classroom		Learning Achievements		category	No. Resp.	Google Classroom		Learning Achievements		category
	sum	category	value	category			sum	category	value	category	
1	45	C.	79	C.	CC	41	40	C.	72	K.	CK
2	43	C.	75	C.	CC	42	45	C.	76	C.	CC
3	52	B	81	C.	BC	43	44	C.	83	C.	CC
4	43	C.	76	C.	CC	44	47	C.	80	C.	CC
5	53	B	76	C.	BC	45	47	C.	75	C.	CC
6	42	C.	75	C.	CC	46	44	C.	79	C.	CC
7	38	K.	80	C.	KC	47	43	C.	78	C.	CC
8	41	C.	81	C.	CC	48	40	C.	79	C.	CC
9	43	C.	72	K.	CK	49	46	C.	76	C.	CC
10	43	C.	78	C.	CC	50	41	C.	75	C.	CC
11	29	K.	82	C.	KC	51	44	C.	83	C.	CC
12	43	C.	84	C.	CC	52	45	C.	80	C.	CC
13	36	K.	81	C.	KC	53	38	K.	75	C.	KC
14	37	K.	82	C.	KC	54	57	B	76	C.	BC
15	44	C.	72	K.	CK	55	45	C.	76	C.	CC
16	49	B	79	C.	BC	56	40	C.	73	K.	CK
17	32	K.	87	b	KB	57	43	C.	85	B	CB
18	42	C.	79	C.	CC	58	39	C.	85	B	CB
19	40	C.	77	C.	CC	59	43	C.	84	C.	CC
20	43	C.	75	C.	CC	60	51	B	85	B	BB
21	37	K.	79	C.	KC	61	41	C.	81	C.	CC
22	43	C.	76	C.	CC	62	40	C.	85	B	CB
23	49	B	81	C.	BC	63	39	C.	81	C.	CC
24	44	C.	81	C.	CC	64	40	C.	75	C.	CC
25	44	C.	73	K.	CK	65	45	C.	88	B	CB
26	46	C.	81	C.	CC	66	45	C.	75	C.	CC
27	57	B	82	C.	BC	67	36	K.	78	C.	KC
28	46	C.	78	C.	CC	68	44	C.	77	C.	CC
29	43	C.	81	C.	CC	69	47	C.	86	B	CB
30	34	K.	72	C.	KC	70	46	C.	74	K.	CK
31	44	C.	78	C.	CC	71	43	C.	75	C.	CC
32	44	C.	77	C.	CC	72	46	C.	84	C.	CC
33	37	K.	77	C.	KC	73	54	B	78	C.	BC
34	41	C.	77	C.	CC	74	44	C.	82	C.	CC
35	44	C.	74	K.	CK	75	48	C.	80	C.	CC
36	46	C.	86	b	CB	76	48	C.	85	B	CB
37	41	C.	74	K.	CK	77	37	K.	87	B	KB
38	38	K.	81	C.	KC	78	45	C.	83	C.	CC
39	41	C.	79	C.	CC	79	44	C.	77	C.	CC
40	44	C.	74	K.	CK						

That there is a high relationship between Google Classroom and students' learning achievements in Islamic Religious Education subjects at SMP Plus Darussalam Tisnogambar Bangsalsari Jember in the 2014/2015 academic year. From the calculation results it is known that the chi square value analyzed with formula C indicates  $0.62 C_{max}$ . The value moves between  $0.6 C_{max} < C \leq 0.8 C_{max}$ .

Column description:

Column No. 1 : respondent's sequence number

Columns No. 2-3 : numbers and categories about Google Classroom  
 Column No. 4-5 : raport values and categories on learning achievements  
 Column No. 6 : google classroom category results recapitulation



**Figure 2.** The Results Of The Study

The results of the study between Google Classroom and the pretation of learning islamic education subjects students consisting of control (control), endurance (endurance), reach (reach) and ownership (originand ownership) there is a correlation. In the study of theory has been explained by Paul G. Stlotz about Google Classroom scores that can tell how well a person can survive difficulties and measure one's ability to overcome any crisis, solve problems and long-term success, estimate who gives up and who will survive. Someone with high Google Classroom will continue to learn and practice to achieve maximum results. If he gets a bad grade, he doesn't just give up. He will continue to study hard until he achieves the expected value. Someone who has a high Google Classroom is usually not satisfied with the results that have been achieved, he still continues to look again for something higher than the circumstances of the time. This unyielding attitude is very necessary for students who want to beresuscitated in their school. And it has a correlation with the high category (Wong, 2020).

**Table 4.** Questionnaire Validity Test

ITEM	Pearson Corelation	R. Tabel	Keterangan	ITEM	Pearson Corelation	R. Tabel	Keterangan
X1	0,538	0,277	VALID	X9	0,579	0,277	VALID
X2	0,596	0,277	VALID	X10	0,622	0,277	VALID
X3	0,676	0,277	VALID	X11	0,439	0,277	VALID
X4	0,504	0,277	VALID	X12	0,694	0,277	VALID
X5	0,481	0,277	VALID	X13	0,324	0,277	VALID
X6	0,616	0,277	VALID	X14	0,536	0,277	VALID
X7	0,456	0,277	VALID	X15	0,559	0,277	VALID
X8	0,609	0,277	VALID	X16	0,605	0,277	VALID

Google Classroom's quisioner results averaged 44.64. Based on this data it can be concluded that quisioner use of google classroom media is said to be valid.

**Table 5.** Reability Test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.876	0.88	16

From the table of reliability above can be concluded that quisioner valid data is worth  $0.876 > 0.05$  so that reliable and quisioner data can be used for research tests.

**Table 6. Normality Test**

One-Sample Kolmogorov-Smirnov Test			
		Google classroom	prestasi siswa
N		39	40
Normal Parameters <sup>a</sup>	Mean	44.64	46.25
	Std. Deviation	8.038	8.491
Most Extreme Differences	Absolute	.145	.224
	Positive	.122	.153
	Negative	-.145	-.224
Kolmogorov-Smirnov Z		.903	1.414
Asymp. Sig. (2-tailed)		.389	.037
a. Test distribution is Normal.			

In table 6. it appears that the significance value in google classroom learning media is 0.389 and the learning result is 0.037 so it can be said that the data spreads following the normal spread. Asumis normality of data is met so that paired t test (dependent) can be used.

**Table 7. Hypothesis testing**

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Google classroom - prestasi siswa	-1.385	11.968	1.916	-5.264	2.495	-.722	38	.474

The results of the calculation of the average emotional intelligence and obedience of students show that the average use of google classroom media is 44.64 while the value of learning outcomes is 46.03 there is an increase in the average value between the use of google classroom media and student learning outcomes. This indicates that the relationship between the Google Classroom media level and student learning outcomes has a fairly good and significant influence on student understanding. While the results of the analysis using the paired z test obtained a significant value of 0.474 > 0.05 so it can be said that there is an effect of using media on the learning outcomes of students of SMP Plus Darussalam

## CONCLUSION

The conclusion of the data exposure above is about the effect of the blended learning method through the use of google classroom media on student achievement in PAI subjects at SMP Plus Darussalam Jember. With reference to the formulation of research problems, data presentation and data analysis as described, the authors can conclude that: the effect of the blended learning method through the use of google classroom media on student achievement in PAI subjects at SMP Plus Darussalam Jember. by using a questionnaire using google classroom media  $0.389 > 0.05$  and learning outcomes  $0.037 > 0.05$  so it can be said that the data spread following a normal distribution. The assumption of normality of the data is met so that paired (dependent) t-test can be used. the results of the analysis using paired t-test obtained a significant score of  $0.474 > 0.05$  so it can be said that there is an influence of the blended learning method through the use of google classroom media on student achievement in PAI subjects at SMP Plus Darussalam Jember.

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