Quality in using Google Classroom as an Online Learning Media in Arabic Lesson

Dawam Cahya[1], Hilyah Ashoumi[2*]
[1]Arabic Education, Universitas KH. A. Wahab Hasbullah
[2]Islamic Education,Universitas KH. A. Wahab Hasbullah
*Email: hira@unwaha.ac.id

ABSTRACT

This study aims to describe the quality of the use of Google Classroom as an online learning medium for Arabic subjects. This study uses descriptive qualitative research with an analytical approach to online learning using google classroom. The data in this study were obtained by means of interviews and distributing questionnaires on the quality of using google classroom as a learning medium. The results of observations also show that online learning using Google Classroom has a very good impact. With the features in Google Classroom, it is very helpful in this online learning process. Online learning using Google Classroom is well prepared, starting from teacher planning, student readiness, and learning materials. It is evident from the results of the questionnaire that has been distributed, it concludes that the use of Google Classroom in online learning is very effective. And it helps a lot in online learning.

Keywords: Learning Quality, Google Classroom, Online Learning Facilities.

INTRODUCTION

Learning is a very important key in any educational endeavor. Education is a very important thing for human life in order to educate the nation's life. Education has an important role in improving the quality of human resources. In Law No. 20 of 2003 concerning the national education system that: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need. , society, nation and state (Ahmadi, 2016).

In learning Arabic, there are many teaching methods that can be used, but not every teaching method is compatible with the subject matter being taught. Various media and methods used by teachers such as the lecture method, the use of power points, discussions and questions and answers seem to be still lacking in facilitating students to study more seriously, especially learning Arabic.

The development of information and communication technology in the industrial era 4.0 has had a major influence on the learning process (Aprilia & Ahdi, 2021). According to Keengwe & Georgina in their research, they state that technological developments provide changes to the teaching and learning process (Hanum, 2013). The Internet is increasingly widespread and sophisticated as a means of facilitating learning. Online-based learning is needed as a means or tool to support the current learning process. One of the technology media that is often used today is the application on mobile phones (Yasaroh et al, 2022).

The results of research by Gheytasi et al., (2015) show that students who interact a lot with applications on mobile phones are easier to understand the contents of reading texts. There are many kinds of learning media that exist but have not been used optimally by the teacher. One of them is the use of google classroom application media that can be used as a learning medium to help improve student learning outcomes. The design of Google Classroom is familiar to students because they have used several products from Google via their Google Apps account (Hapsari & Pamungkas, 2019). 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)

Intensive Arabic learning that is carried out completely online makes learning media play a very important role. The role of learning media serves as a channel for messages that can stimulate the thoughts, feelings, attention, and abilities of students, so that it can encourage the learning process in students. So, when digital media in online learning Arabic is used as the only means of communication with students, the teacher must really take advantage of the media optimally so that the learning process can run smoothly and optimally. The use of the Google Classroom learning facility would be an alternative solution for teachers and students during the pandemic which led to the prohibition of face-to-face learning processes. 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 convenient appearance because it can be applied anytime and anywhere.

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 pathways. , level, and type of education (Darmawan, 2019). Thus the development of student learning will greatly depend on whether or not the teaching and learning process delivered by the teacher is good. The development of children's learning at home during this 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 (teacher interview: February 23, 2021).

The results of the field research state that the situation when learning takes place is centered on the WhatsApp group, in which there are all class students and also all teachers who teach in that class. This is like hindering learning such as students asking their teacher or wanting to hold discussions about the material at the time of the learning. Therefore, students feel less free when learning is done in the Whatsapp group. So that we as teachers do not know what students complain about when learning takes place. The conclusion from the above description, the author is interested in conducting a study of the efficiency aspect of the google classroom learning facility conducted by the Arabic language teacher in class X MA Mambaul Ulum students in Jombang, with a study entitled "Quality of Using Google Classroom as a means of online learning in Arabic classroom subjects X MA Mambaul Ulum Megaluh Jombang".

METHOD

Research on the quality of Google Classroom learning as an online learning tool at MA Mambaul Ulum Megaaluh uses a qualitative descriptive research type. (Sugiyono, 2016) This research method is a method carried out by conducting an analysis to test the quality of google classroom in online learning, especially in Arabic subjects at the Mambaul Ulum school. The data in this study were obtained through interview and observation techniques. Interviews were conducted with subject teachers. While observations were made to 15 students of class X by doing learning via google classroom and then giving a questionnaire to make it easier to know the quality of learning google classroom.

RESULT AND DISCUSSION
Result

From the results of interviews, researchers can draw the conclusion that sometimes some students have signal problems in some areas where they live and there are some who do not have Android so they have to take turns with other students or have Android but do not have a Google account so they use someone else's Google account. Besides that, Google Classroom also has the weakness of being infiltrated by other people when learning takes place because the teacher cannot supervise and see directly who enters learning using a student account. (Misbah, 2021).

The results of the interview also concluded that the condition of this pandemic period greatly affected student learning, especially in Arabic subjects because this subject was considered very difficult for students. With this google classroom, it helps a lot in learning during this pandemic. Making it easier for students to understand the lesson regardless of some of its weaknesses because Google Classroom has many features that can be used to be filled with interesting and easy-to-understand learning materials or videos.

After carrying out learning activities, the teacher distributes an online questionnaire via google form which contains several points aimed at knowing the quality of online learning via google classroom and then an evaluation is carried out in which each questionnaire has variables 1-5 which means (1) strongly disagree (2) disagree (3) quite agree (4) agree (5) strongly agree. The following table summarizes the results of the questionnaire:

Table 1. Quality of Online Learning Through Google Classroom

| No	Indicator	1	2	3	4	5
1	The teacher provides the main material to be taught to students through google classroompresented	0%	16,7%	33,3%	25%	25%
2	The teacher summarizes the materialhas been taught	8,3%	0%	41,7%	16,7%	33,3%
3	Giving assignments to students about certain material to be discussed independently	8,3%	16,7%	0%	33,3%	41,7%
4	The teacher make assessment criteria for mastery of the material	0%	8,3%	33,3%	33,3%	25%
5	The teacher do not only use the lecture method in delivering learning	8,3%	8,3%	33,3%	25%	25%
6	The teacher use various strategies in learning	0%	16,7%	8,3%	41,7%	33,3%
7	The teacher use various media in learning	16,7%	0%	16,7%	33,3%	33,3%
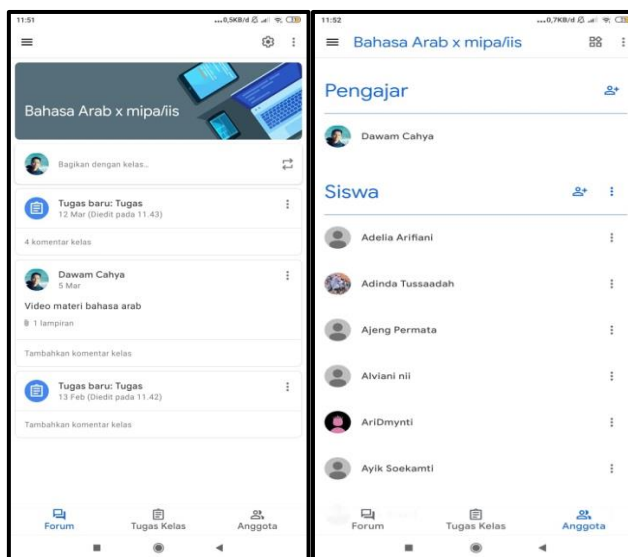
Figure 1. Learning Process in Google Classroom

In the picture above shows the learning process via the Google Classroom learning tool, the left image explains the homepage of the Google Classroom group which has 3 tasks in it consisting of pre-test, learning materials, and post-test. While the picture on the right shows the teacher and some students who enter the Google Classroom group.

Discussion

The success of learning in a school is determined from several aspects, including the presence of students and teachers. With the covid 19 pandemic, teachers must be able to design and plan learning strategies and methods to achieve interactive and communicative learning (Hapsari & Pamungkas, 2019) Google classroom is a method used by teachers for students to do online learning.

- **Learning Planning**

First, the teacher registers a google classroom account via email in the form of gmail. After registering, the teacher creates classes as needed. In this case, the researcher made an Arabic class class X at MA Mambaul ulum Megaluh Jombang. After creating a class on the Google Classroom account, the teacher then sends a link (access address) to thegroup class *WhatsApp* to join the class that has been created. By clicking on the access that has been shared by the teacher.

Second, when the Arabic language lesson is about to start, the teacher does anabsence *offline* in thegroup *WhatsApp* and *online* on Google Classroom access. In this way, it can be seen who is present

and who has collected today's assignments because there are several tasks that must be completed in one day, for example, such as answering questions that have been sent in the google classroom. The teacher in charge of the Arabic class X at MA Mambaul Ulum Megaluh Jombang has a slightly different way of attendance by looking at the collection of daily assignments by students. Students who during the learning process always work on and collect assignments will make their attendance results safe and not lacking in grades. As for students who do not do and collect assignments, the final score obtained will be small. This proves that using Google Classroom can easily provide specific data on students who have done assignments or not, making it easier for teachers to process grades.

Third, the results of student interviews indicate that the teacher's planning provides stimulus and reward to students as a high concern in Arabic subjects. This is supported by the teacher always providing motivational words to always be enthusiastic in learning. After carrying out assignments on time and following learning sessions every week, the teacher gives prizes to students in the form of praise and good grades according to the weight of the assessment of student activity (Mudamayanti & Wiryanto, 2020).

- **Student Readiness**

At this preparatory stage the teacher introduces students to the use of Google Classroom. Things that need to be prepared when using google classroom in the learning process, as follows:

- Google account
- Telepon A cellular phone with an android/computer system used to download the google classroom application

- **Giving Lesson**

The results of interviews with students of class X MA Mambaul Ulum Megaluh Jombang concluded that in learning the teacher delivered the material very clearly, mastering the material on Arabic subjects. This is conveyed systematically and students can easily understand it because it uses a practical method through assignments that can be accessed in the assignment menu. For the use of the features that have been used by the teacher, almost all of them use the features in Google Classroom because the teacher has mastered the use of Google Classroom.

The results of the next interview the teacher delivered the material every lesson by distributing the material in the material menu on the Google Classroom so that students could download it easily, then the downloaded material was then discussed in the forum menu. Google classroom can display material and assignments in the form of questions, besides that it can send material in the form of power points and also includes a link that is directly connected to youtube listed on the link https://youtu.be/pmHK4kEMKAI .

Material related to practice (maharoh) is done by providing material through video shows taken from YouTube or made by the teacher himself, the video contains technical and explanations. The next step is the teacher gives assignments to students to follow these directions which are then sent via Google Classroom. According to students this is quite effective and easy and not a hassle. Students' understanding of the material can be seen through their learning outcomes. If the learning outcomes are good, it indicates that the student has understood the material presented by the teacher. In terms of understanding the material, students feel that they have had enough with the results of assignments whose average value is above 80.

- **Interaction in Learning**

When online learning the teacher conducts the class by reminding students to always be active in Google Classroom through question and answer sessions and actively collect assignments. In addition, the teacher also advises students to always do their assignments on time. By intensely monitoring the progress of students' progress every day during the learning process in the Google Classroom forum, they are always present and communicative. Between students also always remind each other so that it fosters care and cohesiveness as well as attention. both teachers and students play a very important role in developing the spirit of learning and understanding of the material presented, so that the learning process runs effectively. In addition, if there is material that has not been understood, students take the initiative to ask questions and those who already understand do not hesitate to convey to teach back to their friends who do not understand.
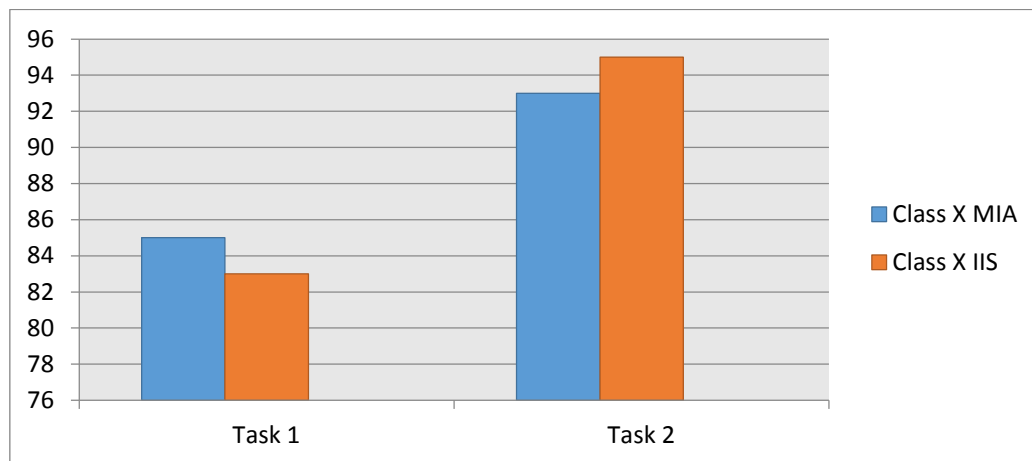
Figure 2. Assessment of Arabic Subjects in Class X MA Mambaul Ulum Megaluh Jombang

Based on the picture above, it shows that the percentage of each class shows a score above the average of 80. While in the second task the score is above the average of 90. It shows that the quality of online learning using Google Classroom is very good, because it helps in the online learning process. The key to the success of online learning from understanding the material is determined by communication between students and teachers (Huda, 2020). Sometimes there are 2 to 4 students who are lazy to collect assignments during face-to-face learning. The teacher's strategy for supervising and controlling student discipline in collecting assignments or working on materials through Google Classroom is to work around this by making grades drafts, if they have collected assignments or cannot be seen. Teachers find it helpful to have a feature in Google Classroom that can make it easier to see which students have submitted assignments and who haven't. In addition, the teacher also asks for help from the class leader to help supervise and communicate to students who are late or have not submitted assignments to be on time.

CONCLUSION

Based on the results of research conducted by researchers related to the Quality of Use of Google Classroom as a means of online learning for the class X Arabic subject at MA Mambaul Ulum Megaluh Jombang. it can be concluded that the quality of the use of google classroom as a learning tool with the following results implementation google classroom as a learning medium of online Arabic in MA Mambaul Ulum the steps are as follows: (1) teacher planning, (2) student readiness, (3) giving lesson, and (4) interaction in learning. Based on the results of the interviews and questionnaires above, it can be concluded that the quality of google classroom learning as an online learning tool for Arabic at MA Mambaul Ulum is very good. Because it is very helpful in the process of learning Arabic at MA Mambaul ulum Megaluh Jombang. apart from the various shortcomings and weaknesses, because Google Classroom has many features for teachers to include interesting learning materials and videos that are easy to understand and easily accessible by students.

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