

**IMPLEMENTATION OF GOOGLE CLASSROOM APPLICATION  
IN ISLAMIC RELIGIOUS EDUCATION LEARNING AT SMK  
RADEN RAHMAT MOJOSARI MOJOKERTO**

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***Abstract***

This researched aims to : 1) learning plans of Islamic education to use *google classroom* in vocational Raden Rahmat, 2) learning Islamic education by using *google classroom* in vocational Raden Rahmat, 3) evaluation of learning Islamic Education by using *google classroom* at SMK Raden Rahmat. Based on research that has been conducted, the results showed by choosing *google classroom* as a learning medium. *The First* Planning for *google classroom* at SMK this Raden Rahmat doing a joint meeting during the 19th COVID beginning of each semester through zoom and offline applications, setting up RPP PAI, Develop the PAI syllabus, prepare learning media in accordance with the respective fields of the teacher, There is a circular from Nadiem Makarim. Second2. Proses Islamic religious education learning to use *google classroom* in vocational Raden Rahmat is to prepare the course material in advance, before use *google classroom* but before I directed learning in advance using *watshapp* that it will immediately begin learning, students study the learning material given by the teacher then do their work, educators sometimes give a deadline of one week or three days to submit the assignment to *google classroom* or e-mail. 3. Evaluation of Islamic Religious Education learning by using *google classroom* at Raden Rahmat Vocational School is carried out once a week with material being given, the following

week given assignments, from that task we can assess the activity of children in participating in online learning.

**Keywords:** *Implementation, Google Classroom, Islamic Religious Education Learning.*

## A. Introduction

Education is the development of potential carried out by students actively so that they can have such as religion, self-control, morals, insight, ethics and noble abilities that excel for society and the state.<sup>1</sup> So the recognition of the state's purpose of public schooling (sidiknas) in Law No. 20 of 2003 article 1 is what special general education is able to cultivate the ability and form a magnificent state progress personality with the aim in order to teach the life of the state and is expected to foster the potential to become a person who receives funds from the Supreme Being.<sup>2</sup>

The development of science and innovation in the current era of globalization has no limits so that it can create various advantages that can certainly increase it, especially in the field of training, so that learning media as it currently faces challenges. A very remarkable development. Starting from the use of human-based media to create to very complex media utilized in learning systems.

Development and technology have brought an understanding of the events of all major changes as far as human existence, given to the field of training. Teaching through education in this school is a job that will be completed with attention and construction to achieve instructive goals.<sup>3</sup> Therefore, utilizing technology in the learning process in schools.<sup>4</sup>

Over the span of teaching time, particularly in the implementation of learning, it refers not only to one reference but from different sources and different media carried out

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<sup>1</sup> Achmad Mubarak dan W.H Santoso, "Penerapan SMS Gateny Sebagai Alternatif Peningkatan Kehidupan Siswa", Al-Murobbi, Vol.2, No.2, 2017, Hlm.229.

Tim Penyusun, *Undang-undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional*, (Jakarta:sinar grafika, 2003), hlm 3.

<sup>3</sup> Eka Diana, Jannatun Firdaus, "Pembelajaran Fikih Berbasis Audio-Visual Sebagai Media Dalam Meningkatkan Prestasi Belajar Siswa Di MA Nurul Yaqin Situbondo", Al Murobbi, Vol.6, No.2, Hlm.23

<sup>4</sup> Umar Manshur, Maghfur Ramadlani, "Media Audio Visual Dalam Pembelajaran PAI", Al-Murobbi, Vol.5, No.1, 2019, Hlm.01.

by the requirements in today's learning. The utilization of data innovation in schools can create a truly interesting and open learning environment between teachers and students.

Allah commands in the Qur'an to strive and pray to always increase his knowledge and command to continue to develop his scientific abilities, explained in Surah Taha verse 114:5

فَتَعَلَى اللَّهِ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَى إِلَيْكَ وَحْيُهُ وَقُلْ رَبِّ زِدْنِي عِلْمًا

So high [above all] is Allah, the Sovereign, the Truth. And, [O Muhammad], do not hasten with [recitation of] the Qur'an before its revelation is completed to you, and say, "My Lord, increase me in knowledge." (114),”.

Allah explains that in the verse it not only commands the Prophet to imitate what the angel Gabriel has revealed from Allah but for the Prophet Muhammad to defend and see effectively the revealed part.

Religious education in schools is the most important part of islamic religious learning. The existence of teaching and learning that is mainly carried out in the school environment is a process in which there is a transformation or delivery of information and knowledge conveyed in teaching here is none other than the teachings of Islam.<sup>6</sup>

Therefore, an interactive media-based learning framework (an innovation that combines text, images, sound and video) can introduce topics to be conveyed easily and very interestingly so that students can get to know certain materials independently by using a laptop or cellphone equipped with a web. . Despite the fact that learning is currently directed online in the midst of the Covid-19 pandemic, the task of the teacher remains as a determining element for teachers in achieving instructive goals. With the help of devices or media and applications that have been implemented by each school, an educator must have high innovation power so that learning understanding reaches students.

One of the problems that must be faced in the world of education is the impact of the Covid-19 pandemic which has begun to enter the world of education, so the government is trying to close all educational institutions. For activities outside the home,

<sup>5</sup> Depag RI, al-Qur'an dan terjemahannya, Pustaka Al-Mubin, Jakarta Timur, 1989, hlm.320.

<sup>6</sup> Ali Muhtarom, “Pembelajaran Pendidikan Agama Islam Berbasis Multiple Intelligences di Lembaga Pendidikan Mutiara Ilmu Pandaan”, Al Murobbi, Vol.1, No.2, 2016, hlm 188.

the government is trying to limit the contact of many people as a goal to break the chain of the spread of Covid-19. With the policy, schools implement teaching and learning activities from a distance or online learning.

Instructions from the Minister of Education and Culture (Kemendikbud) Nadiem Makarim circular letter No. 4 of 2020 has chosen a decision regarding the implementation of training during the Covid-19 pandemic which explains that there will be home learning led online with the accentuation that web-based learning is carried out by students to provide experiences significant in learning. The learning is carried out online or from home for all students due to social restrictions as an effort to limit or at least minimize the spread of Covid-19. Therefore, teachers and students must be able to use technology to carry out daily learning activities, so that at the Raden Rahmat Vocational School, they choose to use the Google Classroom application.

app google classroom creates methods for assignments, submits assignments, and in any case, surveys submitted assignments. For this situation the application can help work with educators and students in conducting a more in-depth learning system, because Google Classroom has various advantages in creating learning that will be easier to use so that the delivery of tasks becomes systematic. implementation of using google classroom in the learning process in various schools requires a more in-depth study of the use of the google classroom as a learning medium. One of the implementations of using the Google Classroom at Raden Rahmat Vocational School.

By utilizing the google classroom application as a learning mechanism for Islamic religious education, the learning will run in accordance with the fulfillment of instructions. Although learning is currently web-based using google classroom applications, every educator has alternative methods of teaching and handling applications, so that not only the type of contact with students, but teachers can understand the learning material despite the fact that they do not meet to meet face to face in school by utilizing google classroom applications as well as by utilizing zoom and watshaap applications.

## **B. Research Methods**

In this study used subjective methodologies and types of exploration using qualitative. Subjective exploration is a complete specialist to gain what will be knowledge of the research subject such as behavior, inspiration and others, while by utilizing the technique of depiction it is done as words and language in a typical setting and can be utilized as a logical strategy. This research was conducted at SMK Raden Rahmat, Jl. Hasanuddin No.79, Candirejo, Awang-awang, kec. Mojosari, Mojokerto.

Data Collection techniques in this study include; (1) Observation of participants. So from the different observations above, scientists use member observations because in these member observations analysts engage with the daily activities of people who are noticed or used as sources of exploratory information. When utilizing observation, analysts take part in doing what sources of information do, and share pleasure and distress. With this member's perception, the information obtained will be more complete, sharp and be the reason behind knowing the level of significance of each behavior that arises. (2) In-depth interview; This data collection technique is used to conduct structured interviews, with researchers knowing correctly the information that has been obtained. For this reason, the researcher also conveyed an instrument with several questions submitted to the informant, so that the speaker could be focused and directed to the pour by avoiding widening talks. Interviews are divided into two parts, namely explicit in-person interviews and unsung interviews. Which in a live interview is an interview conducted in person with an individual asset and an indirect interview is an interview that is encouraged by utilizing electronic media e.g. by phone or speaking, etc. (arranged interviews). The parties that must be interviewed in this study are: Headmaster of SMK Raden Rahmad, Teacher of Islamic Religious Education and (3) Student of SmK Raden Rahmad class XI

(3) Documentation. By utilizing this documentation, analysts can obtain records related to the examination, for example, an overview of the school, the design and staff of the school, the condition of teachers and students, notes, photos related to the focus of the research. The Analysis Techniques in this study follow Miles and Huberman's model that has isolated data examination practices into several parts: Data collection, data reduction, data presentation, and withdrawal of conclusions.

### C. Result and Discussion

#### Islamic Religious Education Learning Planning Using Google Classroom Application

Planning is the initial stage in deciding the learning exercises carried out in educational organizations in order to run well. Through this setting will work with execution in the learning system to achieve its goals. In this web-based learning, educators utilize Google Classroom as a learning medium to complement the size of distance learning. At the stage of preparing educators prepare internet learning class groups first. Grup is used as a place to accommodate class students who are educated by instructors. Then, at that time all students will be given a class code so that they can enter the association.

Based on the findings of research with the Principal of SMK Raden Rahmat who has been presented, that in the planning of learning through the google classroom application that is planned at the time of learning carried out during the current pandemic is:

- a. The existence of a circular letter to the Ministry of Education No.4 of 2020 from Nadiem Makarim that requires to learn from home due to the spread of COVID-19.
- b. Conducting a meeting together during the covid-19 period every beginning of the semester through zoom and offline applications produced one of which is about the learning agenda.
- c. Prepare a Learning Implementation Plan (RPP)  
Islamic religious education teachers and other teachers must prepare RPP by using online methods in accordance with the curriculum first before conducting the learning process to run in accordance with its purpose.
- d. Develop the Syllabus with online learning  
By developing a syllabus that will be developed online in the school, teachers can recognize the characteristics of learners at the time of learning.

- e. Prepare learning media in Islamic Religious Education lessons such as using Power Points (PPT), images and also learning videos.

Then strengthened with PAI teachers at SMK Raden Rahmat who have been researched above, learning during the current pandemic by using google classroom application is a policy of the company on the grounds that the application is easy to access and teachers will have no difficulty in managing it, and the learning can be effective and also efficient. But the teacher can also add other applications that can support in learning such as whatsapp to be able to communicate with students.

So in the school SMK Raden Rahmat when in the collection of assignments on learning Islamic religious education that is given a grace period of one week to collect it via email or google classroom. However, when the student does not understand in the material submitted, the student must wait 1 month or 2 weeks, depending on the teacher.

### **Islamic Education Learning Process Using Google Classroom Application**

Learning systems can be likened to the main driver or force in improving and following learning materials. With the aim of knowing how to run well, teachers can apply the right methodologies, techniques and strategies so that the learning material can run well and smoothly by students..<sup>7</sup>

According to Bahri and Zain that the process in carrying out this learning is an activity that will be educational and interactive coloring that will occur between teachers and students, because in carrying out the learning process it is done and also directed to achieve a goal that has been formulated before carrying out the learning process at the beginning. Learning methods that will be applied online can help students to absorb the learning material that will be conveyed by a teacher..<sup>8</sup>

According to Roy R. Lefrancois stated that the strategy associated with completing learning is the implementation of techniques that have been appropriate to achieve learning

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<sup>7</sup> Nur Hadi dan Tutik Alawiyah, “*Konsep dan Implementasi Metode Action Learning di Sekolah Demokrasi Pasuruan 2015*”, Al-Murobbi, Vol. 1, No.1, 2016, Hlm.161.

<sup>8</sup> Ali Muhsin, “*Penerapan Metode Savi (Somatis, Auditori, Visual, Intelektual) Pada Mata Pelajaran Aqidah Akhlaq Untuk Meningkatkan Motivasi Belajar Siswa Kelas XI IPA Madrasah Aliyah Assulaimiyah Mojoagung Mojokerto*”, Al-Murobbi, Vol.5, No.1, 2019.

goals. With this in the learning that educators do to students must be interesting to help the teaching task that provides a clear and real direct picture.<sup>9</sup>

From the findings, researchers can analyze that the learning process during the current COVID-19 pandemic at SMK Raden Rahmat is running in accordance with the policy of the school as a form of online learning, namely learning that must be done by instructing students to download the google classroom application on lepton or mobile phone as a trial to carry out online learning. Then the explanation and implementation will be submitted by their respective classroom teachers as a flow in the use of the application until it can be used in the learning process in Islamic Religious Education.

Based on the results of research in the learning process at SMK Raden Rahmat with Islamic religious education teachers, there are several stages, namely:

1. The teacher prepares the subject matter in advance.
2. The learning process in the school uses google classroom but before learning I instruct first by using watshapp that the learning will begin immediately.
3. Students study the learning materials provided by the teacher and then do their homework.

Teachers sometimes give time in 1 week or 3 days to collect tasks By utilizing the application, Google Classroom will be one of the web-based learning tools to run successfully and effectively even though it is currently in the Covid-19 pandemic. For this situation, there are advantages in utilizing Google Classroom, more precisely (1) Teachers can add students directly or share code with their groups to join. This means that previously teachers in the original class (in school) had educated students that the teacher would google classroom depending on the requirement that each student must have a personal email using the owner's full name (not using the nickname). (2) Instructors give away free assignments or toss a collection of conversations through a task page or conversation page, then all class materials are stored naturally into envelopes in Google Drive. (3) In addition to providing assignments, the teacher may also submit statements or data relating to the subjects that will be centered by the student in the original class on the

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<sup>9</sup> Nur Imamah dan Ahmad Ma'ruf, "Pengaruh Penerapan Media Videoscribe Untuk Meningkatkan Pemahaman Aqidah Akhlaq Di Mts Darul Ulum Purwodadi", Al-Murobbi, Vol.4, No.1, 2018, Hlm.88.



page. Students can ask the teacher or other students in the class according to the data submitted by the teacher. (4) Students can take any task approaching the accommodation deadline on the task page, and start working on it with just one tick. (5) Educators can quickly see who hasn't done a task, such as giving feedback and directing grades in the classroom. (6) it is very easy to use because in the design google classroom is deliberately created to improve the informative interface and alternatives to be used to send and follow tasks, such as declarations.

Although the online learning process of Islamic Religious Education using the Google Classroom Application at SMK Raden Rahmat is actually ineffective and efficient because it is constrained by the presence of signals that are not good and also less affordable in various places..

The learning process is done by the teacher to be able to plan a conformity. Google classroom is done based on the implementation that has been made by teachers at the core competent with the syllabus that has been made. For learning methods carried out by Islamic Education teachers on the application of google classroom, namely by giving assignments given by teachers in google classroom grub. However, in the assignment students are given free time for collection, which is a distance of one week or three days. And once a month teachers use the application via zoom to carry out the learning process when the student is not understood in his learning. And also efforts in overcoming this, students at SMK Raden Rahmat teacher provide learning materials for students at home by sending short stories of pictures or videos in google classroom..

Implementation in the islamic education learning system is the same as overall learning which is the implementation of RPP, this is done and preliminary activities, core and closing activities. The level of implementation of preliminary activities prepared by instructors through the learning system carried out by educators by showing the conformity of the size of preparation and implementation.

So it can be concluded that in the learning process at SMK Raden Rahmad is not effective in the learning process even by using the assignment method and given a deadline in its collection. Because students have many obstacles in learning peroses.

## Evaluation of Islamic Religious Education Learning Using Google Classroom Application

According to Ralph Tyler, evaluation is a process of collecting data to determine the extent, in terms of what and how educational goals have been achieved.

Cronbach and Stufflebeam define evaluation as an evaluation process that not only measures the extent to which goals are achieved, but is used to make decisions.<sup>10</sup>

So from the above definition it can be concluded that evaluation is an assessment process carried out to measure whether the student has mastered the knowledge learned by students on the guidance of the teacher in accordance with the goals formulated.

Based on the results of the research findings, on Saturday, April 17, 2021 said that the evaluation and assessment carried out by Islamic education teachers at SMK Raden Rahmat was carried out one week after the material, namely by giving assignments to learners, therefore teachers can assess the activeness of learners in following the learning process.

Evaluation conducted by an educator will provide accuracy of heart or certainty to the educator, so that an educator can know the extent of the results of the effort he has done so far, with that the teacher can have guidelines to determine the next step to be done.<sup>11</sup>

In any case, to see the progress of students, the assessment will be carried out by teachers at Raden Rahmat Vocational School, who will not only assess the value of standard school programs. Actually, with the Circular Letter of the Ministry of Education and Culture No. 4 of 2020 on the Implementation of Approaches during the Covid-19 pandemic. Therefore, it can be explained that there are four important focuses in the implementation of take-in programs carried out from home, namely:

- a. Students are given an online learning experience from home to achieve the curriculum.
- b. Regarding the Covid-19 pandemic, education allows students to carry out learning from home.

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<sup>10</sup> Suharsimi Arikunto, "Dasar-dasar Evaluasi pendidikan Edisi 2", Jakarta: Bumi Aksara, 2015, hal 3

<sup>11</sup> Nur Rohmah Indraini dan Achmad Yusuf, "Implementasi Strategi Genes Learning dalam Pembelajaran PAI di Perpustakaan Rumah Pintar Juanda Cendikia Sidoarjo," *Al Murabbi* 4 (2018): 103–120.

- c. Learning from the teacher's home can perform activities and tasks in accordance with shiva's interests and conditions.
- d. Teachers do not have to provide quantitative scores or values.

Given this strategy, it can give every school room to adjust to make changes to the education plan by looking at the current condition of students. Therefore, it is not important to impose student learning measures on the best norms, but the learning system is maintained during the Covid-19 pandemic.

With this evaluation can be divided into 3 shutters according to bloom taxonomy, namely: cognitive shutter, affective shutter and psychomotor shutter, but in SMK Raden Rahmat when evaluating in the learning process using the google classrom application online then it is used with cognitive shutter, because this cognitive assessment can be seen from the results of the task assessment from the teacher, both daily values and midterm and end-of-semester grades, so in the evaluation in the learning of google classroom it is not effective.

However, in using this google classroom application teachers can assess by using affective shutters that are assessments related to attitudes, therefore teachers must create a learning experience that makes students' attitudes positive towards PAI learning materials and students' attitudes towards the implementation of online learning look better and positive. While from the psychomotor shutter is an assessment related to the skills or abilities carried out by students by making practical tasks that are videoin then sent to google classroom or e-mail the teacher.

#### **D. Conclusion**

Learning planning in Islamic Religious Education when using this google classroom application at SMK Raden Rahmad is a policy of the company because in the application is very easy to access and more efficient when used, and also teachers can communicate with students through watshapp to carry out the learning process. However, some students have obstacles during the learning process, namely with the presence of signs that are not supportive. Although in learning it is directed to online learning but the material is

conveyed to students in accordance with the Learning Implementation Plan (RPP) which only changes the methods and strategies that will be submitted to students. The implementation of online learning students are required to have hp / leptop for daily learning activities. And when the student was given an assignment by his teacher when at the current time of emigrants, smk Raden Rahmat students were given a grace period of one week to collect it. And also if no one understands the material given in the learning process, the teacher explained through via zoom with a month's time. Evaluation used in the learning of Islamic religious education by using the google classroom application. This is done once a week after the material, namely by giving assignments to students, so that teachers can assess the activeness of students in following the online learning process, therefore evaluation using cognitive shutters and evaluation results are not effective.

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