

IMPLEMENTATION OF ONLINE LEARNING USING THE GOOGLE PLATFORM BY ISLAMIC RELIGIOUS EDUCATION TEACHERS IN CLASS XI SMA NEGERI 1 SEYEGAN

Azhar Rahmanto, Imam Nur Wahidin

Sunan Kalijaga State Islamic University, Yogyakarta, Indonesia

Email: azharrahmanto01@gmail.com, chikohardy3@gmail.com

Abstract

The background of this research is to find out about the application of PAI teachers in online learning using features on the Google platform located at SMA Negeri 1 Seyegan. The purpose of this study was to determine the online learning process using the features on the Google Platform along with the supporting factors and inhibiting factors that existed during the implementation of PAI learning by using the features on the Google Platform in class XI Islamic Religious Education SMA Negeri 1 Seyegan. This research is a type of qualitative research with descriptive analysis techniques. This research takes the background of SMA Negeri 1 Seyegan. Data were collected through observation, interviews and documentation. The results of the study indicate that: (1) The implementation of Islamic Religious Education teachers in Online Learning using the Google Platform in Class XI SMA Negeri 1 Seyegan includes (a) learning preparation: preparing learning materials using Google Slides and Youtube media in the form of images and videos, (b) implementation of learning: learning activities using Google Classroom which include preliminary activities, core activities and closing with question and answer methods and quizzes (c) evaluation of learning: assessment of learning outcomes using Google Form in the form of quizzes and exams. (2) the factors that support online learning using the Google Platform, namely, schools facilitate wifi and computers for teachers, as well as the inhibiting factors for online learning using the Google platform, namely, the limited access of students to the internet and mobile devices.

Keywords: online learning, google platform, islamic religious education

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INTRODUCTION

Education is an effort so that humans can develop their potential through a systematic and planned learning process. Education can simply be interpreted as a human effort to grow and develop innate potentials both physically and spiritually in accordance with the values that exist in society and culture (Zaman, 2019). Humans instill values and norms and pass them on to the next generation to be developed in life and life that occurs in an educational process as a human effort to preserve life (Fuad, 2005).

At the beginning of 2020 the world experienced an unexpected event, the outbreak of a new type of virus, namely the Coronavirus disease virus (Covid-19). The pandemic has affected various lines of life in many countries including Indonesia, including the line of education which has experienced serious obstacles, with the government implementing policies to minimize the spread of Covid-19, namely by doing physical distancing, avoiding crowds and gatherings with many people. The implementation of learning which is usually done face-to-face is constrained.

The Ministry of Education and Culture also issued circular letter No. 15 of 2020 regarding the implementation of learning from home in the emergency period of the spread of Covid-19. In this circular, it is stated that the purpose of implementing learning from home (BDR) is to ensure the fulfillment of the rights of students to obtain educational services during the Covid-19 emergency, protect education unit residents from the adverse effects of Covid-19, prevent the spread and transmission of Covid-19 in Indonesia. Education units and ensure the fulfillment of psychosocial support for educators, students, and parents (Syamsuri & Md, 2021).

SMA Negeri 1 Seyegan as one of the schools whose learning process is constrained due to the Covid-19 pandemic, due to Government policies through the Ministry of Education and Culture students, teachers, and education staff are not allowed to carry out face-to-face teaching and learning activities. Instead, the learning process inevitably has to be carried out remotely or online.

According to Syaiful Sagala learning is teaching students to use educational principles and learning theories which are the main determinants of educational success, learning is a two-way communication process. Teaching is done by the teacher as an educator, while learning is done by students (Sagala, 2010). And According to Thorne, online learning is learning that uses multimedia technology, virtual classes, CD ROMs, streaming video, voicemail, email and conference calls, animated online text (Kuntarto, 2017).

Meanwhile, according to (Bilfaqih & Qomarudin, 2015) online learning is a program for organizing online learning classes to reach a massive and broad target group.

For this reason, the teacher as a student mentor must determine the appropriate media as a means of online learning. Of course, taking into account the level of efficiency and ease of access so that

it is affordable for all students. Islamic Religious Education teacher class XI at SMA Negeri 1 Seyegan uses the Google Platform as an online learning medium, because it is easier to use and does not spend a lot of internet data quota so that it is affordable for all students, besides that the completeness of the features they have makes it easier for teachers to combine different learning methods Applied.

Google is the result of a project produced by Stanford University students Larry Page and Sergey Brin in early 1996 who developed a search engine that uses related mathematical analysis. This initial system is called BackRub, Google is growing rapidly by producing several services such as Gmail, Google maps, Google drive and many more (Suyoso, Astuti, & Yuniarto, 2016).

One of Google's cloud computing implementations is Google Apps for Education. Google Apps for Education (GAPE) is a Google service for the world of education ranging from kindergarten, elementary, junior high, high school / MA / vocational and college. Google provides solutions for integrated communication with email, calendar and chat/discussion and solutions for collaborating in learning activities (Cahyani, 2016).

Islamic religious teachers are teachers who specialize in carrying out activities to achieve religious teachings to a person or group (Depag, 1985).

The duties of a religious teacher other than being a supervisor and person in charge of Islamic religious education subjects are teaching Islamic religious knowledge, instilling faith in the souls of students, educating children to obey religion, and educating children to have noble character (Ghafir & Yusuf, 1983).

The importance of education for the nation's civilization is a benchmark for the development and progress of a country. With this education, a person can have high knowledge, skills and abilities. This is one of the valuable assets for humans to navigate

civilization. Because of the importance of education, teaching and learning activities must continue to be carried out in the midst of the Covid-19 pandemic with online learning facilities using the Google Platform implemented by PAI teachers in class XI at SMA Negeri 1 Seyegan.

METHOD

This research is a type of qualitative research with descriptive analysis techniques. This research takes the background of SMA Negeri 1 Seyegan. Data was collected through observation, interviews and documentation. The validity of the data using triangulation. Data analysis was carried out by collecting data, reducing data, presenting data, and drawing conclusions.

RESULTS AND DISCUSSION

The media used for online learning in Islamic Religious Education class XI SMA Negeri 1 Seyegan is using the media provided by the Google Platform. The Google platform was chosen due to the ease in accessing and variations in online learning that are more diverse, this was explained by Mr. Azhar Rahmanto as the teacher of PAI class XI in an interview conducted by the researcher with the following interview excerpts:

"Online learning conducted at SMA Negeri 1 Seyegan has started from mid-February 2020 until now. Especially for PAI class XI online learning is used, namely using learning videos sourced from YouTube, material in the form of slides as well as written assignments and learning evaluations, which are managed in online classes, including using media from the Google platform ([Azhar, 2021](#)).

The Google Platform used by PAI teachers in class XI SMA Negeri 1 Seyegan in carrying out online learning is divided into

several applications, which of course have their respective functions to support PAI online learning in class XI SMA Negeri 1 Seyegan. As the findings obtained by researchers about the online learning process using the Google Platform media by PAI teachers in class XI SMA Negeri 1 Seyegan, and to make it easier to understand the results of the research the researchers will divide them into several parts with the following details:

A. Using The Google Platform

1. Learning Preparation

In preparation for teaching the teacher certainly prepares the material to be taught to students, in this pandemic period teachers are required to be more creative in preparing teaching materials because learning is done online, students tend to be more interested in material that is packaged creatively using media. Learning media has a very important role in the learning process, students will more easily understand the material if it is supported by the media.

Based on the results of observations on the PAI online learning for class XI SMA Negeri 1 Seyegan, the media used by the teacher is in the form of pictures and videos. The material presented using images is arranged in a slide presentation, in one presentation slide includes one teaching material, occasionally the teacher prepares a video link so that learning is more varied and students can access the learning video via live Youtube and can download it for restudy by viewing the recording.

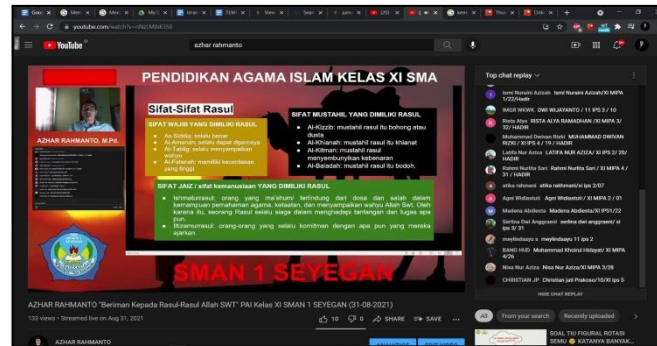


Figure 1 : Class XI PAI learning materials

In preparing the teaching materials, the teacher uses Youtube media and Google slides which are summarized in a series of Google docs applications. Furthermore, in delivering the material that has been prepared, the teacher will upload it to the Google Classroom platform during the learning process. The learning preparation process is in line with what was stated by the PAI teacher class XIS MA Negeri 1 Seyegan in interviews conducted by researchers with interview excerpts as follows:

"I personally use google slides and youtube videos to prepare learning materials, I use google slides to make material in the form of presentations accompanied by pictures and explanations of the material, occasionally I give a youtube video link that contains teaching materials to complement so students don't get bored, and can be re-watched at any time.

Learning materials in preparation for online learning carried out by PAI teachers in class XI of SMA Negeri 1 Seyegan can accommodate the criteria set by (Bilfaqih & Qomarudin, 2015) namely, online: each subject provides material in the form of videos or slideshows, massive: learning can be followed by many participants , and open: accessible to many people. Learning materials in the form of presentations

or videos that have been prepared by the PAI teacher can easily be accessed by class XI students of SMA Negeri 1 Seyegan.

2. Learning Implementation

In carrying out this research, the researchers conducted observations in learning activities, as the observations made by teacher researchers using the Google Platform media, namely Google classroom in the implementation of online learning PAI class XI SMA Negeri 1 Seyegan. In the implementation of this learning, Google Classroom plays an important role because it functions as the parent of learning activities to manage the class during the learning process.

The main function of Google classroom in PAI online learning activities for class XI SMA Negeri 1 Seyegan itself is as a place for class management with features such as direct interaction with students in the form of class group chats, delivery of material in the form of slides and videos, giving assignments or quizzes, announcements, as well as evaluation of learning which in practice has been collaborated with other Google Platforms.

The implementation of Google classroom learning is carried out 1 meeting in 1 week in each class, namely every meeting of 2

lesson hours (2x40 minutes) for PAI students in class XI SMA Negeri 1 Seyegan. In interviews conducted by researchers regarding the learning process in online classes, the PAI teacher of class XI SMA Negeri 1 Seyegan stated that:

"During the implementation of class learning, we carry it out using google classroom, on the platform like a normal class, learning activities in general are carried out,

namely by delivering subject matter in the form of slides or videos that I have prepared beforehand, then there is such a thing as quizzes, class interaction by chatting, class announcements. Previously, it had also been carried out using google meet, but due to many obstacles such as signals or limited student internet quotas, we ended up completely with google classroom."



Figure 2. Google classroom PAI Class XI

Based on the results of observations of the condition of the implementation of online learning using Google classroom, it lies in the readiness of teachers and students' readiness, the results of observations that have been carried out by researchers on teacher readiness, it appears that teachers are on time in starting learning, this shows that teachers have prepared themselves to teach, teachers also have the ability to condition students, the teacher has also prepared the material to be delivered to students well.

The condition of the implementation of online learning is not much different from learning as when face-to-face at school, only different in one thing, namely the implementation of learning is carried out online through the Google classroom platform. Based on

observations, students and teachers interact with each other during the learning process, the implementation includes preliminary activities, core activities, and closing activities.

Where in this preliminary activity, as usual, the teacher asks how the students are doing, takes attendance, and conveys the learning objectives. In the core activity the teacher delivers subject matter, in this condition of distance learning the subject matter is delivered by the teacher by uploading material in the form of slides or video links from Youtube to be responded to by students or teachers giving assignments or quizzes to students.

The implementation of online learning carried out in the PAI XI class of SMA Negeri 1 Seyegan is in line with the characteristics of online-based learning according to the Directorate General of Teachers and

Education Personnel, namely: demanding student independence, collaboration between students, forming a learning community, utilizing internet media and interactive learning. It is proven by the learning materials provided by the teacher more demanding of students to be independent, so that collaboration is formed between students in the classroom learning community or in assignments.

Based on observations, the teacher uses the question and answer method after finishing giving the subject matter, the question and answer method is adjusted to the material presented, the circumstances, and the situation in the ongoing learning implementation. However, during this question and answer session, not many students were seen asking questions, so the teacher would continue learning by giving quizzes to students if no students asked.

The activeness of students in the question and answer session during the implementation of online learning is in line with the shortcomings of online learning according to Suhery, Trimardi, and Jasmalinda in written journals, namely, students who do not have high learning motivation tend to fail. So that with this deficiency, the PAI teacher of class XI SMA Negeri 1 Seyegan overcomes it by stimulating activity by giving assignments or quizzes so that students are active and independent

in understanding the learning material.

Then in the closing activity, the teacher closes the lesson, conveys the conclusions of the material that has been studied, conveys the material to be delivered at the next meeting and closes the learning activity. Although the implementation of learning is carried out online, the series of learning implementations have been carried out well.

3. Learning Evaluation

Assessment is a very important part in the world of education, because assessment is an evaluation material during the learning process. Assessment of learning outcomes is carried out to determine the level of student understanding and measure students' ability to understand the material. The evaluation carried out in the PAI online learning process for class XISMA Negeri 1 Seyegan is by giving assignments to students in written form through the Google form platform. In an interview conducted by the researcher regarding the evaluation of learning, the PAI teacher of class XI SMA Negeri 1 Seyegan revealed that:

"In my learning evaluation, I refer to the grades of assignments, quizzes and exams. Assignments, quizzes or exams I prepare in written form using a google form which will later be uploaded to google classroom so that it is easy to announce to students to do the assignment. "

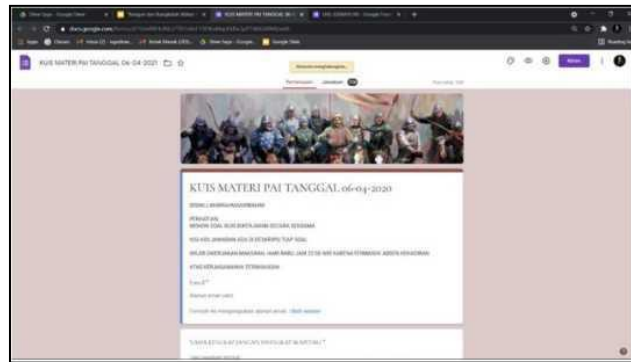


Figure 3.

Based on the results of observations in class XI PAI SMA Negeri 1 Seyegan, assignments via Google forms are presented in the form of quizzes or exams, the teacher

will prepare forms in the form of quizzes or exams in Google forms and then the forms are uploaded to the Google classroom platform.



Figure 4. PAI Semester Final Exam for class XI



Figure 5 . PAI question bank class XI

When the form has been uploaded the teacher will deliver an announcement to students on the Google classroom platform to take a quiz or exam independently with a predetermined time duration. Then the teacher will correct the students'

work which will be used as evaluation material during the learning process.

B. Supporting And Obstacle Factors

1. Supporting factors

Implementing online learning is certainly different from implementing direct or face-to-face

learning in the classroom. Especially for the implementation of online learning using the Google Platform, it requires supporting factors that are more or less the same as online learning activities in general.

From the results of observations made by researchers during the process of implementing online learning using the Google Platform media in class XI PAI SMA Negeri 1 Seyegan, there are various factors that support the implementation of learning activities such as internet access provided by schools for teachers, internet access is the most basic thing for The implementation of online learning is due to internet access which makes teachers and students connected to each other so that interaction is created in the implementation of learning. Next is the device used to be able to connect to the internet such as a laptop or cellphone.

In the results of interviews conducted by researchers, the PAI teacher Class XI SMA Negeri 1 Seyegan stated that the school had facilitated internet access in the form of wifi for teachers to support the online learning process while the teacher was at school, as well as laptop devices available in the computer laboratory that can be used by students. Teachers in order to support online learning activities, with interview excerpts as follows:

"Yes, so during this distance learning period the school has provided facilities in the form of wifi and computers in the lab, this is very helpful for us teachers during the implementation of learning activities " (Azhar, 2021).

2. Obstacle factor

Today's online learning can be said to be a new thing in the world of education, because in its history this is the first time it has been carried out in formal education simultaneously. So of course it is understandable when there are many inhibiting factors in its implementation, especially in terms of providing facilities for students.

Based on observations, there are several factors that inhibit online learning in Class XI PAI SMA Negeri 1 Seyegan, namely: limited internet access and unstable internet signals, students obstacles in accessing devices such as cellphones because some students according to the teacher's narrative still borrow cellphones belonging to their parents. During the learning process, there were some students who were late in entering the session on the Google classroom due to internet access being constrained, or their parents still using their cellphones, thus hampering the teacher during the learning process. Based on the results of the interview, the PAI teacher Class XI SMA Negeri 1 Seyegan gave the following narrative:

"As for the obstacle, it might be in the student facilities, sir, because there are some students whose places are difficult to signal or whose cellphones are still borrowed from their parents. For internet quotas, maybe a few months ago there was assistance from the government, it was quite helpful, although now I don't know if the distribution is late or even stopped" (Azhar, 2021).

CONCLUSION

Based on the results of research and discussion in the previous chapter on the implementation of online learning using the Google Platform by PAI teachers in class XI SMA Negeri 1 Seyegan, it can be concluded that:

The online learning process using the Google Platform by PAI teachers for class XI SMA Negeri 1 Seyegan includes several parts of learning components, including:

Learning Preparation: in preparing teacher teaching materials using Youtube media and Google slides which are summarized in the Google docs application series, the material prepared by the teacher is in the form of pictures and videos. The material is delivered using pictures arranged in a slide presentation accompanied by an explanation of the material, occasionally the teacher prepares a video link so that learning is more varied and students can access the learning video via Youtube and can download it for re-study.

Implementation of Learning: the teacher uses Google classroom in the implementation of online learning PAI class XI SMA Negeri 1 Seyegan, the implementation of Google classroom learning is carried out 1 meeting in 1 week in each class, i.e. each meeting is 2 lesson hours (2x40 minutes). Students and teachers interact with each other during the learning process, the implementation includes preliminary activities, core activities, and closing activities. During the implementation of online learning, the teacher applies the question and answer method and quizzes, but during the question and answer session there are not many active students.

Learning Evaluation: evaluation carried out in the online learning process of PAI class XI SMA Negeri 1 Seyegan, namely by giving assignments to students in written form via Google form. The assignment through the Google form is presented in the form of a quiz or exam, the teacher will prepare a form in the form of a quiz or exam in a Google

form and then the form is uploaded to the Google classroom platform.

Supporting factors for online learning using the Google Platform by PAI teachers in class XI SMA Negeri 1 Seyegan, namely, internet access provided by the school in the form of wifi for teachers to support the online learning process while the teacher is at school, as well as laptop devices available in the computer laboratory that can be used by teachers in order to support online learning activities.

The inhibiting factors for online learning using the Google Platform by PAI teachers of class XI SMA Negeri 1 Seyegan, namely, the limited number of students in terms of internet access and unstable internet signals and students' obstacles in accessing devices such as cellphones because some students still borrow cellphones belonging to their parents.

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