



THE PROBLEMS OF USING GOOGLE CLASSROOM AS A LEARNING TOOL FOR ISLAMIC RELIGIOUS EDUCATION IN THE COVID-19 ERA

ADI SAPUTRA¹, KARMI KOSTIA LEZA INTAN PERMATA², SUHIRMAN³

¹ saputraadi2181@gmail.com

^{1,2,3} Institut Agama Islam Negeri (IAIN) Bengkulu

Received: May 17th, 2021

Accepted: June 28th 2021

Published: June 30th, 2021

Abstract: Problematika Penggunaan Google Classroom Sebagai Sarana Pembelajaran Pendidikan Agama Islam Pada Era Covid-19

Tujuan penelitian ini untuk mengetahui problematika penggunaan Google Classroom sebagai sarana pembelajaran di era Covid-19 pada mata pelajaran PAI kelas 11 di SMA Negeri 6 Kota Bengkulu dan mengetahui upaya menghadapi problematikanya. Jenis penelitiannya adalah kualitatif, dengan pendekatan deskriptif. Teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Informan berjumlah 12 orang yaitu 1 orang kepala sekolah SMA, 2 orang guru Pendidikan Agama Islam, dan 9 orang siswa-siswi. Hasil penelitian menunjukkan bahwa problematikanya adalah terdapat sarana yang kurang mendukung seperti jaringan yang tidak stabil; siswa yang tidak mempunyai smartphone dan laptop; masih banyak guru yang belum mahir menggunakan teknologi dan sosial media untuk pembelajaran jarak jauh; siswa yang tidak mengerti cara menggunakan teknologi untuk pembelajaran. Upaya dalam menghadapi problematikanya adalah pihak sekolah memberikan pelatihan menggunakan Google Classroom sebelum kegiatan belajar dilaksanakan; menyediakan kuota internet untuk belajar. Dewan guru selalu memberikan motivasi belajar kepada peserta didik. Guru juga bergabung di seluruh grup Whatsapp kelas dan aplikasi Google Classroom sehingga dapat mengawasi aktivitas belajar online.

Kata Kunci: *Problematika Google Classroom; Covid-19; Pendidikan Agama Islam*

Abstract: The Problems of Using Google Classroom as a Learning Tool for Islamic Religious Education in the Covid-19 Era

The purpose of this study was to find out the problems of using Google Classroom as a learning tool in the Covid-19 era in 11th grade Islamic Lesson at Public High School 6 Bengkulu City and to find out how to deal with the problems. This type of research is qualitative, with a descriptive approach. Data collection techniques using observation, interviews and documentation. There were 12 informants, namely 1 high school principal, 2 Islamic Religious Education teachers, and 9 students. The results of the study indicate that the problem is that there are facilities that are not supported, such as an unstable network; students who do not have smartphones and laptops; there are still many teachers who are not proficient in using technology and social media for distance learning; students who do not understand how to use technology for learning. Efforts to deal with the problem are that the school provides training using Google Classroom before learning activities are carried out; provide internet quota for studying. The teacher council always provides learning motivation to students. Teachers also join all class Whatsapp groups and the Google Classroom application so they can monitor online learning activities.

Keywords: *Problems Using Google Classroom; Covid-19; Islamic education*

Saputra, A., Permata, K.K.L.I., & Suhirman.(2021). The Problems of Using Google Classroom as a Learning Tool for Islamic Religious Education in the Covid-19 Era. *At-Ta'lim : Media Informasi Pendidikan Islam*, 20(1), 122-129. <http://dx.doi:10.29300/atmipi.v20.i1.7896>

A. INTRODUCTION

Education is an effort that can accelerate the development of human potential to be able to carry out the tasks assigned to them, because only humans can be educated and educate the points of educational studies that need to be developed, of course both theoretically, practically and philosophically. theory and practice in the world of education has developed along with the increasing human civilization.

The learning process actually has a very important role to improve the quality of education so that the learning that will be held prioritizes and benefits students. The learning program is the most important process because this is where direct interaction occurs between educators and students. and takes place so that the educational outcomes of educators and student behavior can be ascertained. Thus, the position of teachers and students has a strategic position in improving the quality of learning.

With this learning program, it is expected to create a learning atmosphere that can stimulate the ability of students to explore and explore their potential optimally in a creative, innovative, and fun way. Current learning is directed at modernization activities with the help of advanced technology and hopes that it will help students digest learning material in an interactive, productive, effective, inspiring, constructive and fun way. In addition, students are also expected to have life skills in the application of the technology.

Education in the industrial revolution 4.0 era to describe various ways to integrate cyber technology both physically and non-physically in learning. Education in the industrial revolution era 4.0 is a phenomenon that responds to the needs of the industrial revolution by adjusting the new curriculum according to the current situation. The curriculum is able to open a window of the world through the hand, for example using the Internet of Things (IOT).

B. METHOD

This type of research uses qualitative research with a descriptive approach. The aim is to describe existing phenomena, both natural and human engineered, which pays more attention to the characteristics of the quality of the relationship between the activities of this research point using a qualitative approach, namely trying to get complete information about the problems of using Google Classroom as a learning tool in the Covid-19 era in the eye. Islamic religious education lessons at Public High School 6 Bengkulu City.

The location of this research was carried out at Senior High School Public High School 6 Jl Pratu Aidit read number. 23 Bengkulu City. when this research was conducted in the time span of December 2020 to January 2021 within 1 (one) month it was sufficient for researchers to get the data needed. using Google classroom.

In this study, the sources of data or information were 11 informants, namely, the Head of Public High School 6 Bengkulu City, Islamic Lesson teachers grade 11 Public High School 6 Bengkulu City, and 11th grade students of Public High School 6 Bengkulu City. Secondary data collected is secondary data derived from journal articles relevant to this research.

The data of this research was conducted by means of observation. Observation is a data collection tool that is carried out in research based on direct observations made by observing and recording the symptoms that exist in a problem for further investigation. The next data collection technique is interviews. The resource persons in this study were

students at the school. The next technique is the documentation of various documents that support the research. Documentation is a data collection technique by collecting several documents related to the research process and the schools studied, namely Public High School 6 Bengkulu City. Documentation is done to find out data based on clear and accurate writings and documents. The documentation in this study is in the form of the history of the school's establishment, school profile, vision, mission and goals of the school, school organizational structure, number of teachers and school staff, number of students, and facilities and infrastructure in Public High School 6 Bengkulu City.

C. RESULTS AND DISCUSSION

The informants consisted of the Principal of Public High School 6 Bengkulu City, Deputy Principal, Islamic Religious Education Teachers and several students of Public High School 6 Bengkulu City. The problems consist of internal problems and external problems. In addition to making observations, this study also uses a structured interview method about various problems and efforts of school principals, teachers of Islamic religious education subjects and students when facing learning using Google Classroom.

The role of parents of students is very important in online learning because parents must guide and supervise children while studying at home. However, not a few parents find it difficult when accompanying their children during the online learning. Many parents do not know how to use information technology as a medium in online learning. In addition, the obstacle faced by parents is the increase in internet quota spending because online learning requires an internet network and quota. The next obstacle that parents feel is that they cannot spend a lot of time to accompany their children to study, because parents themselves have their own busy lives, especially for parents who have to work outside the home because they depend on daily income. In addition, the obstacle faced when accompanying children in online learning is that parents feel overwhelmed because they do not understand their child's school subject matter, especially for parents who do not have a high educational background.

In the observations of researchers, both through observations and interviews, the problems faced by students are weak internet connections on smartphones. This happens because the wifi network is not stable.

In observations made by researchers after interviewing informants, it was found that several problems faced by both teachers and students and parents of students were weak internet connections on smartphones considering that not all students of Public High School 6 Bengkulu city were in the city center when distance learning was implemented.

The first obstacle or obstacle is the condition of parents of students who use the WhatsApps (WA) application more. The second obstacle is the difficulty of finding internet networks and smart phone devices because not all of the students are in urban areas when the online system is implemented during the Covid-19 pandemic.

Students are one of the human components who occupy an important position in the learning process because students as parties who want to achieve their goals need guidance and direction in the learning process. the other components.

In observations made by researchers after interviewing informants, it was found that several problems faced by both teachers and students and parents of students were the average difficulty experienced on the first day considering that not all students of Public High School 6 Bengkulu city were easy to understand learning in the Google Classroom application.

Based on the results of observations, interviews and documentation of the students of Public High School 6 Bengkulu City, the researchers concluded that they all experienced problems on average on the first day in using the Google Classroom application, due to

sudden use without careful preparation, plus the limitations of students. -students, both in the form and model of cellphones and quota readiness because not all students whose parents are able to prepare for their children's learning needs during a pandemic like now.

Based on the results of observations, interviews and further documentation, with teachers who use online learning models, it is stated that the online model is very suitable for students. At the beginning of online learning, students experienced many difficulties. However, after the next online learning through video, students were very enthusiastic in participating in the learning. Moreover, when doing practice questions in the form of quizzes through Google Forms, students are very enthusiastic because they can see directly the correct answers and also they can see directly the scores or results of their work. Zoom Meetings are only held occasionally because not all students can access them, especially some students who have signal problems. Online learning in its implementation has obstacles.

During online learning, there are several obstacles, the first obstacle is when students feel bored, the teacher must think of a strategy on how to get children out of their boredom zone. Teachers must be creative in creating interesting online learning for students. The second obstacle is that sometimes parents complain that they cannot explain in detail to students. Students sometimes do not obey as when taught by teachers at school. The students are also like that, they are easier when explained by the teachers. Parents are often impatient in accompanying. The third obstacle is the signal problem. Sometimes there are some students who complain that they have not been able to send assignments because of signal problems. The fourth obstacle is that sometimes parental assistance is lacking because they have to work from morning to evening. So that the time to assist students in doing assignments is only at night. The obstacle is if students are late in responding to assignments, while the teacher must immediately recap their scores. The first obstacle related to the response to the given task is the inaccuracy of time in collecting assignments. Students can submit assignments when parents are home. The second obstacle is monitoring students' honesty in doing evaluations. The third obstacle, when conducting teleconferences via Zoom, sometimes the signal is not smooth. Discussions through Google Classroom are sometimes parents who actively participate, not the students themselves. The fourth barrier, signal or network becomes an obstacle in the collection of tasks. The fifth obstacle is not being able to monitor the process directly. Teachers can only accept products. This causes the essence of learning that puts forward the process cannot be observed by the teacher.

Designing curriculum and learning in accordance with the Covid-19 emergency situation through optimizing the use of technology (smart class). This step turns out to be very important considering that teaching and learning activities will be carried out by teachers and students even though using the remote method (online).

Online learning has several positive impacts for students because students can learn anywhere and anytime. However, there are problems that can interfere with the online learning process, namely students have less learning motivation when running online learning, even though learning motivation is an important thing in the learning process. Motivation in learning has a role to foster a sense of pleasure, passion, and enthusiasm for learning. Therefore, it is expected that parents and the school will cooperate in supervising student learning when implementing online learning.

This online learning has various shortcomings including the limited mastery of information technology by teachers and students, inadequate facilities and infrastructure, limited internet access, lack of budget provision.

used for this online learning. In addition, Circular Number 4 of 2020 issued by the Minister of Education and Culture of the Republic of Indonesia concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Coronavirus Disease (COVID-19). It was explained that the learning process was carried out

at home through online/distance learning. This online learning policy is carried out to prevent the rapid spread of Covid-19 because it can be transmitted through droplets and physical contact. Online learning also requires parents to always accompany their children while studying from home.

After the researchers conducted observations, interviews and documentation, the researchers concluded that during online learning there were several obstacles, the first obstacle was when students felt bored, the teacher had to think of strategies on how to get children out of their boredom zone. Teachers must be creative in creating interesting online learning for students. The second obstacle is that sometimes parents complain that they cannot explain in detail to students. Students sometimes do not obey as when taught by teachers at school. The students are also like that, they are easier when explained by the teachers. Parents are often impatient in accompanying. The third obstacle is the signal problem. Sometimes there are some students who complain that they have not been able to send assignments because of signal problems. The fourth obstacle is that sometimes parental assistance is lacking because they have to work from morning to evening. So that the time to assist students in doing assignments is only at night.

In terms of technology, Indonesian people are still inadequate, such as unstable networks, electricity that is not available in all areas, many students do not have smartphones and laptops to do online learning such as in three areas (Front, Outermost and Isolated), in terms of characteristics. teachers, there are still many teachers who are not proficient in using technology and social media. For distance learning, which resulted in the teacher providing learning materials to students. While the characteristics of Indonesian students, so far students are accustomed to learning face to face with teachers, interacting with friends, in the midst of this social distancing situation they have to study independently, have difficulty discussing directly, and there are still many students who do not understand how to use technology to communicate. learning. This results in the ability to absorb student learning.

Online learning can be said to be effective seen from 3 factors, namely, technology, teacher character and student characteristics. In terms of technology, Indonesian people are still inadequate, such as unstable networks, electricity that is not available in all areas, many students do not have smartphones and laptops to do online learning such as in three areas (Front, Outermost and Isolated), in terms of characteristics. teachers, there are still many teachers who are not proficient in using technology and social media for distance learning, which causes teachers to provide learning materials to students. While the characteristics of Indonesian students, so far students are accustomed to learning face to face with teachers, interacting with friends, in the midst of this social distancing situation they have to study independently, have difficulty discussing directly, and there are still many students who do not understand how to use technology to communicate. learning. This results in the ability to absorb student learning. Online learning in the midst of social distancing also has an impact on parents. Parents must take the time to accompany their children to learn while not all parents understand technology, it affects their daily work activities, parents' expenses also increase, they have to buy internet quota to study children, there are also parents who have to buy a smartphone so that their child can do online learning.

Google Classroom is a product that is part of Google For Education which according to the author is very special, because the one-content product has many facilities in it such as giving announcements or assignments, collecting assignments and seeing who has submitted assignments. On the Google Classroom website it is also written that Google Classroom is connected to all other Google For Education services, so educators can use Google Mail, Google Drive, Google Calendar, Google Docs, Google Sheets, Google Slides, and Google Sites in the learning process. So that when educators use Google Classroom,

educators can also use Google Calendar to remind students of existing schedules or assignments, while using Google Drive as a place to

save learning needs such as Power Point, files that need to be used in learning and others. Thus, Google Classroom can help make it easier for teachers and students to carry out teaching and learning activities more deeply.

This is because both students and teachers can collect assignments, distribute assignments, and discuss lessons anywhere without being bound by time limits or lesson hours.

One of the school's efforts to deal with the problems of using Google Classroom during the Covid-19 pandemic is to effectively design curriculum and learning that is in accordance with the Covid-19 emergency situation through optimizing the use of technology (smart classrooms), as has been done by Islamic Religious Education teachers in Indonesia. Public High School 6 Bengkulu City to date.

Many factors influence the success of online learning, but the most important factor is effectiveness. There are 3 factors that have an effect related to online learning, including:

1. Technology, this is related to network settings, must allow for the exchange of information between students and teachers, students and teachers must have easy access.
2. The character of the teacher, the application of guidelines from the teacher that determines the effect on online learning. If the teacher has a positive nature to provide learning, and understands technology well. Will make learning more positive.
3. Characteristics of students, according to Leidner, conventional learning is more suitable for students who do not have basic abilities and high self-discipline, while online learning is more suitable for students who are smart, disciplined and have high self-confidence.

In order to ensure that the implementation of student learning from home (BDR) in the network (online) goes well, Public High School 6 Bengkulu City carries out mentoring and supervision in accordance with the instructions of the Bengkulu Province Education and Culture Office by way of each subject teacher reporting to the school. related to teaching and learning activities carried out and then the school makes a recapitulation of reports on teaching and learning activities or guidance to be reported. In addition, the principal also joins all WhatsApp groups for learning classes and the Google Classroom application. So that the principal can directly supervise learning activities in the network (online).

From the observations of the researchers, it can be concluded that online learning activities will run smoothly, if students always receive supervision, both from teachers and parents. Parental supervision facts in the field show that online learning activities, parents give full attention to their children. However, the supervision from parents began to decrease. This happens because at the same time, parents also have to divide their time between working, taking care of the house and supervising their children's learning. So what happens is that the teacher sends assignments and the parents send the children's work. Without supervision in learning. Parents are of the opinion that if the assignment has been sent to the teacher, then the learning activities are finished for that day.

This results in unidirectional communication, without supervision in learning. The sudden change in learning from face-to-face to online has created a variety of responses and obstacles for the world of education in Indonesia, including teachers who are the spearhead of education who directly deal with students. A number of teachers experience problems when carrying out online learning, including learning applications, learning management, assessment and supervision

D. CONCLUSION

From the results of data analysis that researchers have done, it can be concluded that empirically is the problem of using Google Classroom as a learning tool in the Covid-19 era in 11th grade Islamic Religious Education subjects at Public High School 6 Bengkulu City that in terms of technology, Indonesian society is still inadequate. such as unstable networks, electricity that is not available in all areas, many students do not have smartphones and laptops to do online learning in 3T (Front, Outermost and Isolated) areas, in terms of teacher characteristics, there are still many teachers who are not proficient in using technology and social media for distance learning it causes teachers to provide learning materials to students. Efforts to deal with the problems of using Google Classroom as a learning tool in the Covid-19 era in the 11th grade Islamic Religious Education subject at Public High School 6 Bengkulu City is to design a curriculum and learning that is in accordance with the Covid-19 emergency situation through optimizing the use of smart classroom technology. , as has been done by Islamic Religious Education teachers at Public High School 6 Bengkulu City until now.

E. REFERENCES

- Amma, T., Setiyanto, A., & Fauzi, M. (2021). Problematika Pembelajaran Pendidikan Agama Islam Pada Peserta Didik. *Edification Journal: Pendidikan Agama Islam*, 3(2), 135-151.
- Azra, H. (2018). Islamic Education in Indonesia. *International Handbooks of Religion and Education*, 7(1), 763-780.
- Basar, A. M. (2021). Problematika Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19:(Studi Kasus di SMPIT Nurul Fajri-Cikarang Barat-Bekasi). *Edunesia: Jurnal Ilmiah Pendidikan*, 2(1), 208-218.
- Efendi, S., Lubis, S. A., & Nasution, W. N. (2018). Problematika Pembelajaran Pendidikan Agama Islam Di Sd Negeri 064025 Kecamatan Medan Tuntungan. *EDU-RILIGIA: Jurnal Ilmu Pendidikan Islam Dan Keagamaan*, 2(2).
- Elihami, E., & Syahid, A. (2018). Penerapan pembelajaran pendidikan agama islam dalam membentuk karakter pribadi yang islami. *Edumaspul: Jurnal Pendidikan*, 2(1), 79-96.
- Hasmar, A. H. (2020). Problematika Pembelajaran Sejarah Kebudayaan Islam Di Madrasah. *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam*, 10(1), 15-33.
- Husni, H. (2016). The Challenges of Religious Education in Indonesia and the Future Perspectives. *Religious Studies: An International Journal*, 4(2).
- La Fua, J., Nurlila, R. U., Gunawan, F., & Wekke, I. S. (2018). Islamic Education on Formation of Environmental Awareness in Pondok Pesantren Indonesia. *IOP Conference Series: Earth and Environmental Science*, 156(1), 12035.
- mahfud Mahfud, C. (2019). The Genealogy of Social History of Islamic Education Politics In Indonesia. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 10(1), 1-12.
- Mulasi, S., & Saputra, F. (2019). Problematika Pembelajaran Pai Pada Madrasah Tsanawiyah Di Wilayah Barat Selatan Aceh. *Jurnal Ilmiah Islam Futura*, 2, 269.

- Munastiwi, E. (2019). Islamic Education in Indonesia and Malaysia: Comparison of Islamic Education Learning Management Implementation. *Jurnal Pendidikan Islam*, 8(1), 1–26.
- Rasyid, A. (2018). Problematika Pembelajaran Sejarah Kebudayaan Islam di Madrasah Tsanawiyah Al-Khairaat Pakuli Kabupaten Sigi. *Scolae: Journal of Pedagogy*, 1(1), 13–25.
- Ratnawati, D., Abidin, A. Z., & Zulfikar, E. (2020). Problematika Pembelajaran Al-Qur'an Di Era Industri Dalam Konteks Indonesia. *Potensia: Jurnal Kependidikan Islam*, 6(1), 72–92.
- Rosyad, A. M. (2020). The integration of Islamic education and multicultural education in Indonesia. *Al-Afkar, Journal For Islamic Studies*, 3(1), 164–181.
- Sabila, A. M., Susanto, H., & Saputro, A. D. (2020). Education Thought Imam Zarkasyi and Relevance to the Development of Islamic Education in Indonesia. *Istawa: Jurnal Pendidikan Islam*, 5(1), 19–38.
- Suharto, T. (2018). Transnational Islamic education in Indonesia: an ideological perspective. *Contemporary Islam*, 12(2), 101–122.
- Susiana, S. (2017). Problematika Pembelajaran PAI di SMKN 1 Turen. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 2(1), 73–88.
- Syar'i, A., Hamdanah, H., & Akrim, A. (2020). The Development Of Madrasa Education In Indonesia. *Revista Argentina de Clínica Psicológica*, 29(4), 513–523.
- Takdir, T. (2020). Problematika Pembelajaran Bahasa Arab. *Jurnal Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab*, 2(1), 40–58.
- Ulya, M. A. W. (2021). Problematika Pembelajaran Pendidikan Agama Islam Melalui Microsoft Teams pada Masa Pandemi. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 6(1), 105–120.
- Wahid, A. H., Bali, M., & Maimuna, S. (2021). Problematika pembelajaran fiqih terhadap minat belajar siswa dalam pembelajaran jarak jauh. *Edureligia: Jurnal Pendidikan Agama Islam*, 5(01), 1–17.
- Zulaikhah, S. (2019). Penguatan Pendidikan Karakter Melalui Pendidikan Agama Islam Di Smpn 3 Bandar Lampung. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 10(1), 83–93.