Differences in Learning Outcomes of Islamic Religious Education Using Google Classroom and Conventional Models

Nurlaili Amin[1*]

[1]Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Indonesia
*Corresponding Author email: nurlaili@mail.uinfasbengkulu.ac.id

ARTICLE INFO	ABSTRACT
	The purpose of the study was to determine the differences in learning outcomes of Islamic education subject using Google Classroom and conventional class in grade VII SMP Negeri 8 Kota Bengkulu. The research method used was a quasi-experiment. The experimental class was given treatment used Google Classroom, while the control class still used conventional method. The populations were 211 students and the samples were 70 students that consist of two classes. Data were collected through tests, in terms of pre and posttests. The data analysis were conducted by using descriptive statistics and t-test. The result of the study was that the use of the Google Classroom model was considered as satisfactory with average score of 83.66 so it gave positive results. Then, the use of conventional class result was relatively low with an average score of 76.54. Based on the Independent Sample T-test obtained by Sig. (2-tailed) values of $0.000 < 0.05$, it can be concluded that there was a difference in the average student learning outcomes between the Google Classroom and the conventional model.

How to Cite:

Amin, N. (2023). Differences in Learning Outcomes of Islamic Religious Education Using Google Classroom and Conventional Models. *Ta'dib: Jurnal Pendidikan Islam*, 28(1), 55-62

https://doi.org/10.19109/td.v28i1.17289

INTRODUCTION

E-learning is the growth of information technology that can be used as a learning medium. E-learning is an innovation that can be utilized in the learning process, not only in the delivery of learning materials but also in changes in the abilities of various competencies of students (Hoerunnisa et al, 2019). Through e-learning, students not only listen to the description of material from educators but also actively observe, do, demonstrate, and so on. Teaching materials can be virtualized in various formats so that they are more interesting and more dynamic to motivate students to be further in the learning process (Garad et al, 2021).

In every learning, there are obstacles faced, both by teachers and principals. There are many obstacles that often occur in every learning experienced by teachers; even every teacher will feel the same in teaching students. Moreover, distance learning as experienced today, not to mention that there are some children who have weak or poor comprehension adding that teachers must be more adapted to online learning.

Based on the results of interview that the author did, several problems were found. The learning systems at SMP Negeri 8 Kota Bengkulu were carried out by face-to-face and online during Covid-19. It was due to online learning did not run smoothly because it was influenced by internet network factors in each student residence. For students who could not take part in online learning, student assignments could be taken directly to the school, usually brought by individual students.

The implementation of Islamic Education (Islamic education) subjects still tends to take place conventionally, where teachers are more active than students and learning goes one way. Student involvement in learning is still not optimal. Teachers tend to pursue curriculum targets that have been prepared, curricula that are prepared in written documents that contain a series of materials that must be given by teacher according to the allocation of available time, and this makes learning more rigid and of course teacher-centered. "It is indeed a bit difficult to explain through online learning, indeed Islamic education material will be more optimal if it uses the practice method, and not only uses the lecture method but, the practice method will be limited and even difficult to do during conditions like this."

Based on the observation, the material is not balanced with the allocation of time and the demands of competence, while the contents of materials that must be mastered by students are quite many, especially material that requires calculation, as a result of which students' control of practical material is not optimal and the learning methods used in general are lectures, questions, and answers, group work, and occasional demonstrations, while what is more dominant is used is the lecture and question and answer method.

In the process of teaching and learning activities, students only listen to explanations from teachers. They are required to copy what is written by the teacher on the board. In this case, the priority of participation and student activeness during the learning process cannot be achieved. To solve this problem, the author tried to implement Google Classroom in the learning of Islamic education in SMP Negeri 8 Kota Bengkulu.

Some previous studies related to the use of Google Classroom in Islamic education were conducted by Al-Ghifary et. al (2022), Ashoumi et. al (2021), Setiawan and Mayurida (2022), and Talibo et. al (2022). However the previous studies investigated the correlation between Google Classroom and learning motivation, did an R&D research about the use of Google Classroom, carried out qualitative study by doing interview, and conducted quantitative study by giving out questionnaire respectively. Therefore, as a research gap, the present author was interested in revealing the differences in learning outcomes of Islamic Religious Education using Google Classroom and conventional class.

LITERATURE REVIEW

E-learning is an information and communication technology to enable students to learn anytime and anywhere (Mohammed N.H.J, 2020). According to (Fauzi & et al, 2018), the characteristics of e-learning are networked, which makes it able to quickly improve, store or

reproduce, distribute, and share learning and information. According to Cardona-Roman & Sanchez-Torres, 2018), the characteristics of e-learning are: 1) utilizing electronic technology services; 2) utilizing the advantages of computers (digital media and computer networks); 3) using independent teaching materials (self-learning materials) which are then stored on a computer so that they can be accessed by teachers and students anytime and anywhere; and 4) utilizing learning schedules, curriculum, learning progress outcomes, and matters related to educational administration that can be viewed at any time on the computer (Marcela C.R & Marcela S.T, 2018).

E-learning can bring a new atmosphere to the variety of learning development. Good use of e-learning can improve learning outcomes to the maximum. Some of the benefits of e-learning are, according to Rohmah (2020), 1) it can shorten learning time and make study costs more economical; 2) it facilitates interaction between students and material materials; 3) students can share information and can access learning materials at any time and repeatedly, with such conditions students can further strengthen their mastery of learning materials; and 4) the process of knowledge development does not only occur in the classroom but with the help of computer and network equipment, students can be actively involved in the teaching and learning process. Other perspectives of the benefits of e-learning are stated by Arkorful & Abaidoo (2015), Widjaja (2021) which include: flexibility of place and time, independent learning, more costs saved, flexibility of learning speed, standardization of teaching, effectiveness of teaching, speed of distribution, availability of on-demand material, and automation of administrative processes. Thus, the application of e-learning is expected to provide benefits such as 1) an increase in student interaction with each other and with educators; 2) availability of unlimited learning resource; 3) effective in improving the quality of graduates and school quality; 4) the formation of a community of learners who interact with each other, give and take each other and are not limited to one location; and 5) improve the quality of educators because it is possible to explore the information more broadly and even unlimitedly (Suryawanshi & Suryawanshi, 2021).

Online learning is a distance learning system that is carried out using applications that can help learning process. The aim is to provide quality and open learning to reach more and wider students in learning (Nafrin & Hudaidah, 2021; Sofyana & Rozaq, 2019). Online learning could be implemented by utilizing internet technology (Kurniasari, Pribowo, & Putra, 2020) and online applications such as Bandicam, YouTube, and Google Classroom (Kristiawan, Aminudin, & Rizki, 2021).

Google Classroom is an application that allows the creation of classrooms in cyberspace. In addition, Google Classroom can be a means to distribute assignments, submit assignments and even grade submitted tasks (Hammi, 2017; Ramadhani & Rahmawati, 2021). Features at Google Classroom application such as posting reuse, creating questions, creating assignments, making announcements can be used by students to re-upload some files, provide discussion rooms, make announcements, distribute assignments and learning materials, collect assignments coud be utilized by teachers and assigned to students. In addition, the files that can be uploaded are also not limited to format, all files can still be uploaded such as word, power point, PDF, video, or in the form of links (Salamah, 2020).

METHOD

The research method used was quasi experimental using experimental and control groups. The experimental class was given treatment, while the control class still used conventional method (Sugiyono, 2013). The population of this study was 211 students with 70 students from two classes, 35 students from each class. The sampling technique used was purposive sampling (Campbell et al, 2020). Therefore class VIIA was selected as experimental groups and VIIB as the control group because those two classes had the same number of students. The data were collected through tests, pre-test and post-test, given to both classes.

In the two class groups, the author conducted a pre-test first. This was done with the aim of knowing the initial abilities of students before the treatments were given. After receiving treatments, the two classes were given post-test. The analysis of these questions in the test instrument includes reliability, validity tests, and levels of difficulty and differentiation derived from question items using the SPSS program. The documentation method is a way of collecting data by viewing it in existing documents (Paradis et al, 2016). Data analysis techniques, using descriptive statistics, paired Sample T-test, and Independent Sample T-test.

FINDINGS

The following table presents a descriptive statistical analysis of students' score in the experimental class and control class.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std.Deviation
Pre-test Experimental	35	58	78	68.74	5.721
Post-test Experimental	35	76	92	83.66	4.193
Pre-test control	35	60	80	68.29	5.448
Post-test control	35	68	83	76.54	3.868

Based on the table, it could be seen that the difference between the average learning outcomes in the experimental class and the control class. Based on these data, the average score in the experimental class was 68.74 and the average score in the control class was 68.29. So from the class in the experimental pretest, there was an average difference. Instatistical tests student learning outcomes in post-test data, an average score of 83.66 was obtained in the experimental class and in the control class was 76.54.

The paired sample t-test was used to determine whether there was an improvement between two paired samples. The requirement in the paired sample t-test was normally distributed data. After the data were tested and proven normal using Kolmogorov Smirnov test, with 0.200 which was higher than 0.05, the paired sample t-test test was carried out on

experimental class pre-test data with experimental class post-test and the control class pre-test data with the control class post-test data.

Table 2. The Analysis of Independent Sample T-test

Research Groups	Mean	Standard Deviation	N	Df	T	Sig. (2-tailed)
Experimental Group	-14.914	6.896	35	34	-12.795	.000
Control Group	-8.257	4.533	35	34	-10.730	.000

Based on the output obtained Sig. (2-tailed) values of 0.000 < 0.05, it can be concluded that there was a significant improvement on both groups. However, if it was seen from the paired sample t-test results, it could be seen that the experimental group showed more improvement that the control group as the experimental group paired sample t-test was 12.795 and control group was 10.730. This could happen as the materials for each group were repeated twice for each material.

Because both group showed improvement, the independent sample t-test was conducted to find out the significant difference on the results of post-test of both groups. The result of independent sample t-test can be seen on table 3.

Table 3. Independent Test Sample T-test

Research Groups	F	Sig	t	df	Sig. (2-tailed)
Equal variances assumed	.117	.733	7.378	68	.000
Equal variances not assumed			7.378	67	.000

Based on the table, it could be seen that the significant was 0.000 which was lower than 0.05. It could be concluded that there was a significant different between both groups. The result of t-value (7.378) which was higher than t-table (1.994) also supported the idea that there was a significant different between both groups on the post-test. It means that the experimental group treated by using Google Classroom showed a significant different from the control group treated using conventional method.

DISCUSSION

The discussion presented includes findings and theories that support research along with similar research that complements the research made by the author. From the results of the hypothesis test, a significant difference was obtained between those treated using the Google Classroom those treated using conventional method at SMPN 8 Bengkulu. Viewed from the descriptive side, the learning outcomes at the Islamic education through repetition on the material Believing in the Books of Allah Swt and Loving the Qur'an in the experimental class were higher than the control class.

The first finding explained by the author was regarding the use of the Google Classroom application-based e-learning model in terms of Islamic education learning outcomes. The treatment given to the experimental class, in the form of an e-learning model based on the Google Classroom application could increase students' interest in learning and have an impact on students. The results were very satisfactory and classified as a very high category with an average score of 83.66 so it gave positive results. It is in line with Ja'ashan (2020) who stated that Google Classroom is an information and communication technology to enable students to learn anytime and anywhere. Meanwhile, for those who were taught using conventional class, they also showed some improvement if it was compared between the results of pre-test and post-test. This could be achieved because students were given the materials twice.

The second, the finding found by the author was about whether there was a difference in Islamic education learning outcomes material believing in the books of Allah and Loving the Qur'an through repetition between those who utilized two different learning models. In the classroom, using the Google Classroom application learning model could create an innovative learning process, that is, students were more challenged and passionate about participating in learning because students were freer to find the teaching materials needed. It is in line with Salamah (2020) who stated features at Google Classroom application such as posting reuse, creating questions, creating assignments, making announcements can be used by students to re-upload some files, provide discussion rooms, make announcements, distribute assignments and learning materials, collect assignments coud be utilized by teachers and assigned to students. The above statement is supported by the findings of Fauziyah (2020) who stated that learning is more effective when applying e-learning than conventional learning even in terms of learning outcomes. This study also strongly supported the research conducted by Kusumantara (2017) because it illustrated that there was indeed an influence given on the learning outcomes of students in the form of Savi learning.

Therefore, it could be concluded that Google Classroom could be used as alternative in teaching Islamic education subject as students showed high interest on the learning. It was also proven to improve students' outcomes better than those who were treated using conventional method.

CONCLUSION

The findings showed that those who were taught by using Google Classroom demonstrated a higher test results compared to those who were taught using conventional method. The results of post-test from both groups also showed a significant difference between both groups. It can be concluded that Google Classroom could be implemented in learning Islamic education to improve students' learning outcomes. For those who are interested in conducting similar research can do researches dealing with students' and teachers' perceptions on the use of Google Classroom both using quantitative and qualitative researches.

REFERENCES

Al-Ghifary, D. F., Dedih, U., & Sobandi, O. (2022). Islamic Education Learning through Google Classroom Learning Media in Relation to Learning Motivation. *Atthulab:*

Islamic Religion Teaching and Learning Journal, 7(2), 96–107.

Arkorful, V., & Abaidoo, N. (2015). The role of e-learning, advantages and disadvantages of its adoption in higher education. *International Journal of Instructional Technology and Distance Learning*, *12*(1), 29–42.

Ashoumi, H., Naashiruddin, S., & Khuluq, A. A. (2021). Development of Learning Media for Google Classroom Session in Madrasah. *Indonesian Journal of Islamic Education Studies (IJIES)*, *4*(2), 214–231.

Campbell et al. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of Research in Nursing*, *25*(8), 652–661. https://doi.org/10.1177/1744987120927206

Fauzi, A., & et al. (2018). E-Learning in Pesantren: Learning Transformation based on the Value of Pesantren. *Journal of Physics: Conference Series*, *1114*(1). https://doi.org/10.1088/1742-6596/1114/1/012062

Fauziyah, R., Budimansyah, D., & Muthaqin, D. I. (2020). Penguatan Pendidikan Karakter Melalui Model Pembelajaran Debat Untuk Mengembangkan Kemampuan Berpikir Kritis Peserta Didik. *Jurnal Civicus*, *20*(1), 15–25.

Garad et al, A. (2021). The role of e-learning infrastructure and cognitive competence in distance learning effectiveness during the covid-19 pandemic. *Cakrawala Pendidikan*, *40*(1), 81–91. https://doi.org/10.21831/cp.v40i1.33474

Hammi, Z. (2017). *Implementasi Google Classroom Pada Kelas XI IPA MAN 2 Kudus (Doctoral dissertation, Universitas Negeri Semarang)*.

Hoerunnisa et al. (2019). the Effectiveness of the Use of E-Learning in Multimedia Classes To Improve Vocational Students' Learning Achievement and Motivation. *Kwangsan: Jurnal Teknologi Pendidikan*, *7*(2), 123. https://doi.org/10.31800/jtp.kw.v7n2.p123--137

Ja'ashan, M. N. H. (2020). The Challenges and Prospects of Using E-learning among EFL Students in Bisha University. *Arab World English Journal*, *11*(1), 124–137. https://doi.org/10.24093/awej/vol11no1.11

Kristiawan, M., Aminudin, N., & Rizki, F. (2021). Optimalisasi pembelajaran daring berbasis aplikasi online bagi calon guru pendidikan anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *5*(2), 1905–1914.

Kurniasari, A., Pribowo, F. S. P., & Putra, D. A. (2020). Analisis efektivitas pelaksanaan belajar dari rumah (BDR) selama pandemi Covid-19. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian*, *6*(3), 246–253.

Kusumantara, K. S. (2017). Pengaruh E-Learning Schoology Terhadap Hasil Belajar Simulasi Digital Dengan Model Pembelajaran Savi. *Jurnal Pendidikan Teknologi Dan Kejuruan*, *14*(2). https://doi.org/10.23887/jptk-undiksha.v14i2.10387

Marcela C.R, D., & Marcela S.T, J. (2018). *Characteristics of the e-learning implementation in higher education. A literature review Características de la implementación del e-learning en educación superior. Una revisión de literatura*. 39.

Mohammed N.H.J, M. (2020). The Challenges and Prospects of Using E-learning among EFL Students in Bisha University. *Arab World English Journal*, *11*(1), 124–137. https://doi.org/10.24093/awej/vol11no1.11

Nafrin, I. A., & Hudaidah, H. (2021). Perkembangan Pendidikan Indonesia di Masa Pandemi Covid-19. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, *3*(2), 456–462.

https://doi.org/10.31004/edukatif.v3i2.324

Paradis et al. (2016). Design: Selection of Data Collection Methods. *Journal of Graduate Medical Education*, *8*(2), 263–264. https://doi.org/10.4300/JGME-D-16-00098.1

Ramadhani, N. I. T., & Rahmawati, L. E. (2021). Aplikasi Google Classroom Sebagai Solusi Pembelajaran Bahasa Indonesia Secara Daring. *LINGUISTIK: Jurnal Bahasa Dan Sastra*, *6*(2), 327–334.

Rohmah, N. N. (2020). Media Sosial Sebagai Media Alternatif Manfaat dan Pemuas Kebutuhan Informasi Masa Pandemik Global Covid 19. *Al-I'lam: Jurnal Komunikasi Dan Penyiaran Islam*, *4*(1), 1–16.

Salamah, W. (2020). Deskripsi Penggunaan Aplikasi Google Classroom dalam Proses Pembelajaran. *Jurnal Penelitian Dan Pengembangan Pendidikan*, *4*(3), 533–538.

Setiawan, H. R., & Mayurida, M. (2022). Utilization Of Google Class Room In Islamic Religious Education Subjects At Smp Rahmat Islamiyah Medan. *International Journal Reglement & Society (IJRS)*, *3*(2), 146–153.

Sofyana, L., & Rozaq, A. (2019). Pembelajaran Daring Kombinasi Berbasis Whatsapp Pada Kelas Karyawan Prodi Teknik Informatika Universitas PGRI Madiun. *Jurnal Nasional Pendidikan Teknik Informatika (JANAPATI)*, *8*(1), 81. https://doi.org/10.23887/janapati.v8i1.17204

Sugiyono. (2013). *Metode Penelitian Kuantitatif- Kualitatif dan RD*. Bandung: Alfabeta.

Suryawanshi, P. V., & Suryawanshi, P. D. (2021). *Fundamentals of E-Learning Models : A Review Fundamentals of E-Learning Models : A Review*. (March), 107–120.

Talibo, I., Cakranegara, P. A., Habibi, M. A. M., Faisal, F., & Elhefni, E. (2022). Optimization of Google Classroom in Blended Learning in Junior High School. *AL-ISHLAH: Jurnal Pendidikan*, *14*(2), 1173–1182.

Widjaja. (2021). What Education Experts Say About Online Learning before the Covid-19 Issue Hits the World of Education. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, *6*(1), 270–280. Retrieved from https://journal.iaimnumetrolampung.ac.id/index.php/ji/article/view/1158