Pandemi Period Implementation of Google Classroom Media Into Islamic Religious Education Subjects

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Abstrak

This study aims to (1) reveal PAI learning through Google Classroom media in the midst of the Covid-19 pandemic, (2) find out the supporting and inhibiting factors for PAI learning through Google Classroom media in the midst of the Covid-19 pandemic, (3) school solutions and efforts and stakeholders to achieve PAI learning goals through Google Classroom media in the midst of the Covid-19 pandemic. The researcher used descriptive qualitative method. Research data obtained through in-depth interviews, observation, and documentation. The informants in this study were theprincipal, the head of the curriculum, PAI teachers, homeroom teachers, class X students and guardians of students. Researchers used data analysis techniques, including data reduction, data presentation, drawing conclusions and checking the validity of the data. The results showed that, (1) PAI learning management in the evaluation of psychomotor aspects has not been implemented, (2) learning supporting factors, namely the existence workshops oflearning Google Classroom, strong signals and internet quotas, students having smartphones, and guardians of students being able to monitor and control students. learn while at home. Meanwhile, the inhibiting factors for learning are bad signals due to natural conditions and the concentration of students is easily disturbed, (3) the application of combined PAI learning, namely 50% face-to-face and 100% online requires good synergy between students, teachers, families and communities. in order to achieve PAI learning objectives in the midst of the Covid-19 pandemic.

Keywords: PAI, *Media Google Classroom, Pandemi Covid-19.*

Pendahuluan

Education is one of the most crucial aspects of life. Education is dynamic until the end of this life (Isroani, 2019). Education enables optimal human development and growth. Education is a process that enables students to develop into dignified human beings in accordance with the objectives established by teachers (Farida, 2021). It implies that educated persons have relationships with one another. The purpose of education is described in Indonesia Law number 20 of 2003 relating to the National Education System, which is to enable students in achieving all of their potential so that they can become religiously strong, self-controlled, intelligent, and skillful individuals (Ja'far, 2022). Based on this theoretical basis, the researcher can draw the conclusion that education is an effort by teachers to produce superior generations who have noble character, are obedient to religion and to God Almighty and are expected to contribute positively to religion, the homeland and the nation.

According to Farida Isroani, Islamic Religious Education (PAI) is an Islamic education based on the Quran and hadith that emphasizes personal empowerment (Isroani, 2019). In addition, Islamic Religious Education (PAI) emphasizes constructive principles to foster a futuristic perspective on human existence. In the learning process of Islamic Religious Education (PAI), it is expected that teachers can make learning more meaningful, so that students can appreciate and practice the essence of Islamic Religious Education (PAI) as evidenced by changes in good behavior, thereby touching not only the cognitive, but also the affective and psychomotor aspects of students.

It is anticipated that the existence of these three characteristics would produce humans who fear Allah SWT and are good. On the other hand, Islamic Religious Education (PAI) issues remain a heated subject of discussion, particularly at the senior high school (SMA) level, given the current state of affairs. Numerous students have difficulty reading or writing verses of the Koran, the motivation to study Islamic Religious Education (PAI) is relatively low compared to studying general science, the Islamic Religious Education (PAI) learning method employed by teachers tends to be monotonous, and the lack of use of learning media, which is influenced by a number of factors, makes it less appealing to students.

As a human being, you should always strive to learn and maximize your potential through education, particularly Islamic Religious Education (PAI). Especially in the digital age of today, high school students are susceptible to harmful internal and external environmental influences. In accordance with Al-interpretation Mighwar's in Psychology of Youth, adolescence is a transitory stage that begins between the ages of ten and twelve and concludes between the ages of eighteen and twenty-two. This time is marked by a quest for self-identity. The adolescent phase is characterized by increased influence and a preference for interactions beyond the home (Susiana, 2017). Therefore, students need to be equipped with strong spiritual aspects.

Facts on the ground in general, juvenile delinquency, especially students, is increasing day by day. First, cases of drug abuse. In 2018, there were 2.29 million students (Penggunaan Narkotika di Kalangan Remaja Meningkat, 2020). Then, in 2019, cases increased to 2.93 million. This indicates that there was an increase of 28% within one year. Second, the case of promiscuous sex. Based on the results of the Indonesian Demographic and Health Survey (IDHS) quoted in the Scientific Journal of Health, in 2012 there were 9.3% or if calculated, that is 3.7 million adolescents admitted to having had premarital sex. Then, in 2017, there was an increase, namely 50% of male youth and 30% of female adolescents had had premarital sexual intercourse. Third, the case of drinking (alcohol). In November 2020, there were 223 teenagers who were affected by cases of alcohol (Ansari, 2020).

Based on the facts above, one indicator shows that the practice of Islamic Religious Education (PAI) among students in everyday life tends to be low. Nevertheless, this does not apply to all students, because good internal (family) factors can certainly support better student growth and development as well. Islamic Religious Education (PAI) often emphasizes practice over theory. As an educational reform, Islamic Religious Education (PAI) study is focused toward three (three) things: mastery of knowledge (science), knowledge (knowledge), and values (values). To attain these three goals, an optimal learning approach is required, namely school-based education. In addition, the teacher's presence serves as a strategic example for the students. This is consistent with Munandar's perspective, cited by Ni Nyoman Purwati, that well-conditioned learning is capable of generating innovative, engaged students in order to fulfill learning objectives.

The Covid-19 pandemic brought a new transformation for Islamic Religious Education (PAI). Teachers and students are required to be proficient in utilizing technology and able to survive from this dangerous virus. Nevertheless, the implementation of online schools has actually become one of the contributors to new problems in Islamic Religious Education learning (Minarti, 2020). This is evidenced by the obstacles that arise as a result of online learning, such as the fact that many students do not have smartphones, there are areas with no signal (black spots), there are more assignments piling up, there are many distractions while studying, and teachers are required to be technologically literate and present learning in interactive, active, and interesting ways (Minarti, 2020).

According to Muhammad Ilham's citation of Syafitri, online learning is confined to the transfer of knowledge. This led to a lack of in-depth knowledge among students, which in turn led to a lack of Islamic Religious Education (PAI) in daily life (Ilham, 2020). Learning can be regarded as a broad pattern established by an teacher for carrying out learning tasks (Sumantri, 2015). Even in the middle of the Covid-19 pandemic, teachers are urged to enhance the significance of Islamic Religious Education (PAI) instruction. It is an effort to produce positive behavioral, intellectual, and experiential improvements in students (Mujammil, 2018). In order to achieve the success of Islamic Religious Education (PAI) learning, one of them is due to the ability of an teacher to prepare appropriate learning (Nana, 2006).

Google Classroom is an educational application developed by Google. This advanced application serves as a classroom without the necessity for in-person learning methods. Students who

have joined the class get immediate access to the assignments given by the teacher. Additionally, students can communicate with teachers via chat. In addition, according to Sukmawati's citation of Blundo, Google Classroom is used to increase the quality of education through an independent learning process that does not rely on the classroom. Teachers are also able to build discussion groups and post homework for students to complete by a certain date.

Methods

This research utilizes a qualitative descriptive methodology. According to Lexy j. moleong, qualitative research is descriptive study that seeks to comprehend events that occur in research topics. This research has a unique natural background and em-ploys natural methodologies. This research was carried out at Al Hidayat Middle School. In addition, due of the covid-19 pandemic, researchers visited the homes of re-search subjects. As for the subjects of the study, they included principals, assistant cur-riculum directors, teachers, homeroom teachers, class X students, and student guardi-ans. The investigation was conducted in the morning, beginning at half past eight and ending about 10 o'clock. The duration of each researcher's visit is practically identical.

Nonetheless, researchers have been there throughout the day. This is because the re-searcher modifies the study subject's activity schedule. To collect the desired data, re-searchers utilized both primary and secondary data sources. According to Sugiyono, secondary data is information gathered by data collectors from other people or docu-ments (Moleong, 2017). Secondary data means data that is not directly associated with the learning process. As for the secondary data of the researcher, namely from literature books, journals, archives, personal documents, official documents, and supporting photos. The data collection technique is a strategic step that aims to collect data before the research is carried out (Moleong, 2012). Data collection techniques carried out by researchers are through observation, in-depth interviews, and documentation. The activities in data analysis are data reduction, data display, and conclusion drawing/verification. According to Sugiyono, the stages in checking the validity of the data include data credibility test, data dependability test, transferability test and data confirmability test.

Result and Discussion
1. **PAI Learning Management Through Google Classroom Media**
   a. **Planning**

   According to Ajat Rukajat, planning is the process of determining objectives and strategies to achieve cognitive, affective, and psychomotor learning objectives. Effective and efficient learning may be packaged with the help of careful planning and preparation. Changes have been made to the learning timetable, resulting in a reduction in learning time. It is the result of altering the learning environment during the Covid-19 pandemic. The deputy head of the curriculum creates the learning schedule, which is collectively decided at the official meeting. There are distinctions between an online Learning Implementation Plan (RPP) and a traditional Learning Implementation Plan (RPP), namely the utilization of Google Classroom media. Online Distance Learning (PJJ) is the employed approach. This is in compliance with the Guidelines for Organizing Learning from Home During the Emergency Period of the Corona Virus Deseas (Covid-19) Containing Ministry of Education and Culture Circular Letter No. 15 of 2020. (Asrilia, 2020).

   Good planning was executed by the student's guardian in preparing the student for participation in online learning. The efforts of student guardians to provide each kid with a personal smartphone are proof of this. Moreover, a number of student guardians have installed wifi at home and provided data packages so that kids can participate in Islamic Religious Education (PAI) study via Google Classroom in a secure and comfortable manner. In spite of the Covid-19 pandemic, the learning plan for Islamic Religious Education (PAI) via Google Classroom has been designed in this manner. Multiple stakeholders are involved in the planning process, including school principals, Islamic Religious Education (PAI) teachers, and student guardians.

b. Organizing

Organizing is a grouping action that divides work's primary duties and responsibilities among individuals (Ja'far, 2022). In the following, the researchers describe the main tasks and functions of each school and stakeholder in the implementation of Islamic Religious Education (PAI) learning through Google Classroom:

1) Principal

The principal as a policy maker, guides, assists, supervises and evaluates the implementation of education and teaching. Based on their function as policy makers, school principals determine the recruitment mechanism for Islamic Religious Education (PAI) teachers, provide guidance and assistance through training workshops on Google Classroom learning while still adhering to health protocols. In the monitoring and evaluation function, the principal has carried out supervision through the a-performance application. In addition, school principals carry out learning monitoring by means of Islamic Religious Education (PAI) teachers are required to report teaching activities through the Google Form. The principal of the school has carried out the duties and functions well.

2) Vice Principal for Curriculum

Vice Principal for curriculum is responsible for preparing annual activities, learning schedules, and is responsible for the implementation of the school's curriculum. Based on his function, Vice Principal for curriculum has made an educational calendar and learning schedule during the Covid-19 pandemic. The learning schedule that has been made has adapted to the current conditions. Vice Principal for curriculum also supervises the use of the 2013 curriculum through administrative supervision, learning supervision and assessment supervision which is carried out twice in one semester. Vice Principal for curriculum has carried out his duties and functions well.

3) Islamic Religious Education (PAI) Teachers

Teachers as executors and responsible for learning, both face-to-face and online. Based on this function, teachers invite students to join Google Classroom according to their respective classes. Winanto's organization is quite good, because it doesn't mix all students into one Google Classroom group. Teachers carry out the learning process according to the schedule and provide direction, guidance to students during learning.

In addition, teachers have been responsible for implementing the learning process by providing material, providing value and carrying out tasks properly so that it is hoped that learning objectives can be achieved. Islamic Religious Education Teachers (PAI) have carried out their duties and functions well.

4) Homeroom teacher

Homeroom teacher as organizer of class administration as well as learning evaluator. Based on this function, the homeroom teacher has carried out administrative activities by having documents regarding student biodata, number of students, making attendance, giving assessments and filling out report cards. In addition, the homeroom teacher conducts evaluations related to the implementation of online learning, that is, in general students are enthusiastic about learning, it is proven that more than 90% of students are active in participating in online learning, filling in attendance, studying material uploaded by teachers, and doing assignments.

In addition, the homeroom teacher also monitors students. The homeroom teacher will call students who are having problems. If there has been no change in the students for the better, then there is a summons for the student's guardian. Students will be given direction and guidance more intensively. The homeroom teacher has carried out his duties and functions properly.

5) Students

Students are individuals who forge themselves by following the learning process accompanied by teachers. Based on this function, students can forge themselves well, but due to the online factor, students often lack focus in participating in learning due to distractions around them, such as opening Tik Tok, watching anime, streaming movies. In addition, in the process of developing students' potential, it can be said that it is not optimal, because teachers can only assist online and there is less supervision from student guardians.

6) Guardians of Students

Guardians of students as supporters and companions of student education by cultivating character values, learning motivation, and facilitating the needs of students. Based on this function, student guardians have facilitated wifi or data packages for students to take part in the online Islamic Religious Education (PAI) learning process. In addition, the parents of students always remind students to carry out the obligation to pray, provide motivation and familiarize students with an attitude of responsibility. Guardians of students have carried out their duties properly.

c. Implementation

According to Ajat Rukajat, implementation is defined as the implementation of plans that have been made before. The implementation of Islamic Religious Education (PAI) learning online through Google Classroom has been carried out by Teachers. In the RPP for Islamic Religious Education (PAI), the core activity or implementation uses braiding methods, namely students are divided into several groups. Furthermore, students were asked to analyze the values of self-control, good prejudice, and brotherhood, so that each group had to make a presentation on the results of their respective group discussions.

However, in practice, teachers give assignments to summarize material without forming groups online. The assignment is shared via Google Classroom chat. During the Covid-19 pandemic, the implementation of Islamic Religious Education (PAI) learning was not in accordance with the RPP. This is because the RPP has not been revised to become an online RPP. In addition, there are limitations to the place and learning time which has decreased by 75 minutes per class. Also as a consideration, teachers pay attention to the physical and psychological conditions of students who only go to school from home, of course there is a high possibility that students feel bored, so teachers do not give tasks that are too heavy to minimize so that students' minds are not too stressed.

d. Evaluation

According to Ajat Rukajat, evaluation is the process of determining if a program's intended outcome has been achieved. Evaluation allows teachers to make wise decisions (Ajat, 2020). Teacher-performed assessments of cognitive abilities, including summarizing and working on problems, as well as task evaluations. In addition, the evaluation considers the emotive element, meaning the students' engagement in inquiring and reacting to supplied content through Google Classroom. Due to the COVID-19 pandemic, the psychomotor aspect, such as reading Qur'anic surahs in conjunction with recitation, corpse care practice, and pilgrimage, has not yet been achieved. This demonstrates that the Islamic Religious Education (PAI) Google Classroom learning goals have not been achieved.

Using Google Form, the school administrator analyzes Islamic Religious Education (PAI) teachers. The contents include, date, teacher's name, subject, class, lesson hours, materials, methods, students who are not present, description. The school principal constantly supervises teachers and the learning process using Google Form reports. Regarding these issues, Islamic Religious Education (PAI) teachers cannot resolve them without the assistance of homeroom teachers and guardians. Students will receive more thorough counseling to assist them in resolving their challenges. During online Islamic Religious Education (PAI) courses, students connect with student guardians more regularly. The following are the results of the study of interviews with three parents of students. During learning, children become less disciplined and more easily distracted by activities like as listening to Korean songs and viewing Korean Pop (K-Pop) videos, according to parents. Students become more prone to complaining, and their interest in studying decreases. In addition, online learning can foster a greater feeling of individuality, and students frequently lose track of time when playing on their cellphones.

Regarding the evaluation of students by their guardians, this includes constantly encouraging them to pray, study attentively, and offer incentive. In addition, the children's parents requested that teachers assess the Islamic Religious Education (PAI) learning approach via Google Classroom in order to make the information simpler to comprehend for students. Researchers might infer based on the above investigation that learning Islamic Religious Education (PAI) using Google Classroom has both good and negative aspects. The advantage is

that it is one of the preventative measures against the spread of the Covid-19 virus and encourages kids to be autonomous and accountable. In addition, the disadvantages of learning Islamic Religious Education (PAI) via Google Classroom include making students less enthusiastic about learning, less able to comprehend the curriculum, and increasing their individuality.

2. **Supporting and Inhibiting Factors for Learning Islamic Religious Education (PAI) Through Google Classroom Media**

Internal supporting factors are factors from within each individual. The internal supporting factors, namely as follows.

a. **For Teacher of Islamic Religious Education (PAI)**

Teachers are greatly assisted because the principal organizes learning workshops through Google Classroom. In addition, learning runs smoothly because it is supported by a strong signal. In practice, all students also have smartphones and have received internet quota assistance from the school. Teachers are also assisted by students who are alumni of Al-Qur'an Education Park and alumni of Madrasah Diniyah who actively ask questions and respond to material during learning.

1) **For students**

Students have personal smartphones, so they can follow the learning process and can operate Google Classroom properly. In practice, students are helped by having wifi at home and private internet quota. Students discuss with each other via chat if they experience confusion in understanding the material. Students have also received free internet quota assistance from the school.

b. **External Supporting Factors**

External supporting factors mean factors that come from outside, such as the family, school and community environment. The external supporting factors, namely as follows.

1) **Guardians of Students**

Guardians of students facilitate students by providing wifi at home and private internet quota. In addition, student guardians can monitor students and provide motivation to study during online learning at home. Guardians act as facilitators and motivators for students.

2) **Public Facilities Provided by Village**

The village provides public facilities for students who do not have wifi at home or who have insufficient personal internet allotment. Students can still participate in Islamic Religious Education (PAI) studying through Google Classroom by accessing public resources such as internet at booths, village halls, mosques, and even neighbors with a sociable character who give free wifi help.

Kesimpulan

Supporting Factors for Learning Islamic Religious Education (PAI) via Google Classroom media in the midst of the Covid-19 pandemic, including Google Classroom learning workshops, adequate facilities in the form of a strong signal and internet quota, all students having smartphones, and student guardians being able to monitor and control students while they are at home. In the middle of the Covid-19 epidemic, the solutions and efforts of schools and stakeholders to meet the learning objectives of Islamic Religious Education (PAI) using Google Classroom media is the implementation of blended learning, namely 50% face-to-face and 100% online. To cultivate students with intelligence and positive personalities, the educational system requires a strong synergy between the responsibilities of the home, school, and community.

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