



GOOGLE CLASSROOM ASSISTED BLENDED LEARNING MODEL IN ISLAMIC RELIGIOUS EDUCATION CURRICULUM DEVELOPMENT COURSE

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Abstract: This study aimed to determine the application of Google Classroom-based blended learning model as well as student responses to the learning model utilization. The research method used in this research was descriptive qualitative. While the type of research using field studies. It described the application of google classroom-based blended learning and student responses through observations and interviews. The data analysis used is in the form of data reduction, data presentation and then data conclusion. Based on the result of observation, it was found that the application of blended learning with implementation face-to-face learning as a whole is 74%, so that the face-to-face learning process in a pretty good category. While the implementation of online learning as a whole is 68%, so it is in a pretty good category. The percentage of student responses to the use of blended learning shows a figure of more than 61,51% and is in the high category. the use of blaended learning makes it easier for lecturers and students to carry out learning that can carry out face-to-face meetings in tertiary institutions.

INTRODUCTION

Islamic Religious Education has a significant role in shaping the character and personality of Indonesia people, in order to realize national development. However, in reality Islamic Education has not been able to get an important position as seen from how enthusiastic students attend lectures (Rosidah et al., 2021; Bedebayeva et al., 2022). Learning methods that are considered monotonous with the lecture method, it is important to develop learning models for Islamic Religious Education, where digital learning resources can make a positive contribution in accelerating the development of innovative learning models (Anggraeni, Az Zahra, & Shoheh, 2020; Katasila & Poonpon, 2022).

In Indonesia, advances in information and communication technology have an influence on the educational world, especially in learning activities. As a field of study, educational technology emphasizes communication skills and approaches in teaching and learning process using various media (Rusydiyah,

2019). Several education institutions have carried out transformations in the form of digitizing knowledge by innovating online learning (Rosi, Abdurrahman, & Wahyuni, 2022; Wahyuni, Etfita, & Alkhaira, 2022). Online learning uses technology and internet networks with the help of various applications such as WhatsApp, Zoom and Google Classroom (Dewi, 2020; Abror, Masitoh, & Arianto, 2022).

In the Islamic Religious Education Curriculum Development course at the State Islamic University of Sunan Ampel Surabaya, the learning model used is Google Classroom-based Blended Learning. Blended learning combines online and face-to-face independent learning using media and technology to provide students with a more enjoyable and effective learning experience. (Shokhibul Fakhori, A. Syathori, 2019; Suparman et al., 2022). Students and lectures can communicate easily in the learning process, read, listen, and send assignments remotely (Soni et al., 2018).

Not only aiming to get students interest in online learning, the use of google classroom-based blended learning as a flexible learning approach that combines face-to-face and online learning activities, blended learning allows students to exchange feedback and responses together in four specific areas, including learner feedback, learning strategies, alternative assessments both directly and indirectly. So, the main task of the lecture is to manage the class so that students take part in learning, activate learning so that it can trigger the ability to think, interact, communicate and reflect. Thus, the learning process does not only focus on teacher delivery, but also from other sources.

The urgency of this research is how the development of the Islamic Religious Education learning model which has been dominated by the lecture model can be adapted to the use of digital media. Utilization of this can be in the form of a more inventive and imaginative learning framework, students understanding is more dynamic, as a distraction for fun and viable realizing students, understanding is more concentrated on learning interactions, additional learning materials are more innovative (Riyadi, Anwar, & Nurhidayati, 2021; Lin, 2021).

In research Sabara & Sabran, (2019) said that access to broad learning resources for students is that lecturers provide space for the learning process to shift towards student centered learning. Further research by Kurniawati, Santanapurba, & Kusumawati, (2019) that one of the implementations of student centered learning is the existence of blended learning which aims to train students to get used to learning actively and independently. Then (Kusuma & Astuti, 2019) say that in this regard, the use of the learning management system (LMS) can be used by educators to provide space in designing innovative teaching and learning activities by creating virtual classes such as google classroom. Based on this explanation, we can conclude that lecturers must prepare good learning and innovation models to create conducive, effective and efficient learning strategies.

The difference between this research and previous research lies in educational institutions that apply blended learning models. In this study, the

institution that implemented the blended learning model was the postgraduate Islamic State University of Sunan Ampel Surabaya, where this learning model was applied to the Curriculum Development course in Islamic Religious Education prior to the Covid-19 pandemic. But lecturers are already using a google classroom-based blended learning model with organized management.

Based on the explanation above, this study aims to determine the management of the implementation of the google classroom-based blended learning model used by lecturers of the Islamic Religious Education Curriculum Development course at Islamic State University of Sunan Ampel Surabaya. Because blended learning is a new learning model that combines face-to-face and online learning, lecturers have challenges in managing both types of learning. In online learning, lecturers also need to optimize students to adapt to new learning processes, where most students cannot focus on learning because of a lack of interest in the learning model delivered by lecturers online. So that in this study, researchers wanted to know the process of implementing google classroom-based blended learning and student responses to this learning.

RESEARCH METHOD

This study uses descriptive qualitative research, which describes the learning process using google classroom-based blended learning and student's responses toward it. While the type of research using field studies. The subject of this study were Islamic Education study program who took Islamic Religious Education Curriculum Development course in 2021/2022 academic year totaling 15 peoples. This research was conducted at the postgraduate study program of Islamic Education in UIN Sunan Ampel Surabaya.

The object of this research is the learning process and student's responses to google classroom-based of blended learning. The instrument used were an observation sheet of aspects used on blended learning model application for 5 meetings and a student responses questionnaire filled out by 15 students. The data analysis used in this research is in the form of data reduction, data presentation, and description or conclusion. In the early stages of data reduction, original data is selected in the form of annotations, then the next step is determined by providing an understanding of the data to display the data, then conclusions are drawn from the data studied.

RESULT AND DISCUSSION

Blended learning or in other terms Hybrid course is defined as a learning process that combines face-to-face learning and computer-based learning, both online and offline. In blended learning, students not only get a learning experience when accompanied by lecturers in class and outside the classroom, but also get a wider learning experience independently (Kemaloglu & Bayyurt, 2022).

Crary & Huseth-zosel, (2022) said there are five keys to be applied in the application of blended learning model, including; *the first*, Live Event is face to face learning that is integrated in one time and one place or at one time but in

different places. *The second*, Self-Paced Learning combines traditional learning independently so as learning participants can use learning materials specifically designed for independent learning anytime and anywhere in the form of images, audios, videos, or combination of all of them. In this context, the learning materials can be sent online and offline. *Third*, Collaboration combines a collaboration between learning participants and teachers who are both in different place through supporting communication media, such as websites/weblog, email, discussion forums, and so on. It aims to form the construction of skill and knowledge through social interaction as well as efforts to deepen learning materials, project-based learning, problem solving, and so on. *Forth*, Assessment is to measure learning success. The designer must be able to combine the types of assessment by considering the types of online and offline assessments in order to provide flexibility and convenience for students in carrying out the assessment given by the teacher. *Fifth*, Performance Support Materials, resources must have readiness to support the learning process. Learning materials are in digital form, therefore they can be easily accessed by online and offline learning participants. If online learning uses a Learning Management System (LMS), then the application system must be installed properly for easy accessibility.

With these five keys, learning designed with a blended learning model is expected to be carried out in accordance with the learning objectives to take place effectively and efficiently.

Analysis of the Implementation of Google Classroom-based Blended Learning

The data on the implementation of Google Classroom-based blended learning in this study was in the form of the implementation of the blended learning process which was measured using an observation sheet in the form of a check-list using Guttman scale (Kurniawati et al., 2019; Pratama, 2021). The learning activities that are carried out are given a score of 1 and those that are not implemented are given a score of 0. Then the percentage of the implementation of the learning process in each meeting is calculated based on the following formula.

Information:

$$KPi = \frac{\sum Ti}{\sum Di} \times 100\%$$

$i = 1, 2, 3, \dots$
 $KPi =$ Percentage of the implementation of the learning process at the i -meeting
 $\sum Ti =$ The number of lessons carried out at the i -meeting
 $\sum Di =$ The number of learnings observed at the i -meeting

Table 1. Implementation of Google Classroom-based Blended Learning

No.	Aspects of Blended Learning	Indicator	implemented	Not Implemented
1.	<i>Live event</i>	3	8	7
2.	<i>Self-paced learning</i>	4	10	10
3.	<i>Collaboration</i>	8	24	16
4.	<i>Assessment</i>	3	9	6
5.	<i>performance support materials</i>	4	16	4
Skor		22	67	43
Percentage			60,9%	39,1%

Source: primary data, research 2020

Based on Table 1, it was found that there were five aspects of implementing google classroom-based blended learning which consisted of 22 indicators. During the observation in 5 meetings, 67 indicators were implemented with a percentage of 60,9%, while there were only 43 indicators that were not implemented with a percentage of 39,1%.

Next, the percentage of implementation of blended learning process as a whole is guided by the following formula.

$$\begin{aligned}
 KP &= \frac{\Sigma T}{\Sigma D} \times 100\% \\
 &= \frac{\text{Total number of learning activities carried out}}{\text{Total number of observed learning activities}} \times 100\%
 \end{aligned}$$

Information:
KP Percentage of implementation of the overall learning process
ΣT Total number of learning activities carried out
ΣD Total number of observed learning activities

The data from this research are in the form of data on the implementation of blended learning process which includes five aspects, including; *live events, self-paced learning, collaboration, assessment, performance support materials*. This data was obtained from observations of observer during face-to-face and online

learning for 5 meetings. The results of the implementation of blended learning can be seen on Table 2.

Tabel 2. The Process of Using Blended Learning

The Meeting	Type of Learning	Implemented Learning Activities	Observed Learning Activity	Percentage of Implementation
1	Face-to-face	15	22	68%
2	Online	15	22	68%
3	Face-to-face	14	22	64%
4	Online	15	22	68%
5	Face-to-face	20	22	90%
Overall face-to-face		49	66	74%
Overall online		30	44	68%
Overall <i>Blended Learning</i>		79	120	65,8%

Source: primary data, research 2020

So that the percentage results implementation of google classroom-based blended learning process are interpreted into the following categories.

Table 3. Categories of Learning Process

Persentase	Kategori
90%-100%	Very good
80%-89,99%	Good
65%-79,99%	Pretty good
55%-64,99%	Not good
≤ 54,99%	Very not good

Source: research (Kurniawati et al., 2019)

Referring to the results of analysis learning process in the Table 3, the percentage of implementation of planned blended learning is obtained, both for each meeting and overall implementation of google classroom-based blended learning. The implementation of face-to-face learning successively is 68%;64%; and 90%. This percentage shows that face-to-face learning is in various categories, namely quite good, not good and very good. The implementation of online learning for 2 meetings is the same, which is 68%, and is included in the fairly good category. The implementation face-to-face learning as a whole is 74%, so the face-to-face learning process is in the fairly good category. While the overall implementation of online learning is 68%, so it is in the pretty good category. Next, if viewed from the percentage implementation of face-to-face learning as a whole and online learning as a whole, it can be said that the percentage implementation of face-to-face learning is higher than online learning.

Analysis Students Responses to the Using Google Classroom-based Blended Learning

Data on student responses to the use of google classroom-based blended learning were analyzed by descriptive statistics. The percentage of students responses for each statement is guided by the following formula.

Information:

$$P_i = \frac{A_i}{B} \times 100\%$$

P_i = Percentage of student responses to the *i*-statement
 A_i = The number of students who gave the choice "yes" or "no" on the *i*-statement
 B = The number of students who gave feedback

Table 4. Students Responses to the Google Classroom-based Blended Learning

No.	Statement	Yes	No
1.	The application of blended learning in Islamic Religious Education curriculum development courses is an interesting	67%	33%
2.	The application of blended learning is usefull for Islamic Religious Education curriculum development courses	100%	0%
3.	With the application of blended learning, it is easier to get digital resources	100%	0%
4.	The use of blended learning gave motivation students to take Islamic Religious Education curriculum development courses	80%	20%
5.	The time used for learning is not limited to class only	100%	0%
6.	Students workload is increasing	100%	0%
7.	It is easier for students to understand learning through google classroom	67%	23%
8.	The interaction between lecturers and students through the use of google classroom increases	73%	27%

No.	Statement	Yes	No
9.	Students are satisfied with the google classroom-based blended learning process	80%	20%
10.	Students agree if blended learning is applied in the Islamic Religious Education curriculum development courses.	87%	13%

Source: primary data, research 2020

From the percentages that have been obtained in Table 4, the following categories of student responses refer to Table 5.

Table 5. Categories of Students Responses

Percentage	Categories
81,26%-100%	Very High
61,51%-81,25%	High
43,76%-61,50%	Low
≤ 43,75%	Very Low

Source: research (Tukidi, 2018)

Based on the results of the questionnaire data analysis of students responses to use of google classroom-based blended learning in Table 4, it can be seen that the percentages of students responses to the use of blended learning shows a number of more than 61,51% for each statement contained in the questionnaire. Referring to Table 5, student’s responses to the use of google classroom-based blended learning are in the high category.

Use of Google Classroom-based Blended Learning

Blended learning planning includes a learning process that involves interaction between lecturers and students. So far, the interaction between lecturers and students is only seen when learning in class or face-to-face, as evidenced by the results of the analysis in this study where the overall implementation of face-to-face learning is 74%. however, the percentage of online learning implementation is 68% which shows that interactions between lecturers and students can also occur in online in the form of indirect interactions that can occur through the intermediary of google classroom.

Based on the results of the analysis, the implementation of google classroom based blended learning is 65,8%. from these percentages and referring to Table 3, it can be seen that the use of google classroom-based blended learning in the Islamic Religious Education curriculum development course is in the fairly good category.

Student Responses to the Use of Blended Learning

After getting a learning experience, a student will have an impression of what he has experienced, including all students who are involved in google classroom-based blended learning. Google classroom-based blended learning is one of implementations student centered because it can be applied with the classroom model (Sabara & Sabran, 2019). In research (Endah Wulantina, 2019), it is known that the method of google classroom-based blended learning generally gets a positive assessment measured by attitudes towards the learning process and attitudes towards understanding the material.

Whatever form of strategy, method or learning model that is applied and used properly and appropriately in the world of education will expand learning opportunities, improve the quality of learning, facilitate skill formation, and motivate to learning continue (Widiara, 2020; Moonma, 2021). in line with this opinion, in this study, students responses to the use of google classroom-based blended learning were in the high category, because most students were able to adapt and continue to learn to demands of digital era learning developments. In addition, students can be more optimal in understanding the concept of learning by utilizing existing technological developments as an additional learning experience during face-to-face learning in class (Pohan, 2021; Susanto et al., 2021).

Analysis and Implications of Using Google Classroom-based Blended Learning on Students

The use of the blended learning model provides a learning experience in the form of challenges or problems that must be solved by students as a step in responding to the development of information technology. In research (Abror et al., 2022; Ramdlani et al., 2021), blended learning has a significant effect on problem-solving abilities faced by students during online and face-to-face learning. Technological advances in the field of education will certainly have an influence on improving the quality of learning, individual characteristics, learning styles, level of understanding, or self-commitment to become a stimulus to optimize learning effectively and efficiently (Islam, 2019; Tumengkol, 2020). In line with this opinion, student responses to developing learning models such as the use of blended learning in this study indicate that they are able to interact quickly and accept the learning process that has been designed in such a way by the lecturer. The interaction between lecturer and students, and one student with another student is well and fast.

Blended learning model can also increase student interest and motivation in learning which can be seen from student learning activities while participating in google classroom-based blended learning (Kurniasari, Murtono, & Setiawan, 2021). in addition, students are also trained to be disciplined in collecting assignments and also paper less (Akbar, Anissa, Pitra, Anggraini, & Hasni, 2020). In this study, it was also stated that the learning load of students through google classroom has increased when compared face-to-face learning. With the timing that has been made by the lecturer for collecting assignments quickly and

accurately, students will get used to completing their responsibilities with discipline. In addition, the increase in the student learning load given by the lecturer when online learning as a substitute for the face-to-face learning. This is in line with research (Melati, Fadilah, Yogica, & Fitri, 2021; Dakir et al., 2021), that the blended learning model is an alternative solution to overcome the limitations of space and time owned by educators.

CONCLUSION

The use of google classroom-based blended learning that applies five aspects of face-to-face and online learning consisting of live events, self-paced learning, collaboration, assessment, performance support materials, has been well implemented. The results of the research on the Islamic Religious Education curriculum development course with the application of these five aspects showed results that were included in the fairly good category. Meanwhile, student responses to the use of google classroom-based blended learning are in the high category, because most students are able to adapt and learning continue to demands of digital era learning developments. the use of blaended learning makes it easier for lecturers and students to carry out learning that can carry out face-to-face meetings in tertiary institutions. Therefore, the researcher hopes that there will be further research regarding the use of blended learning to get other innovations that can be the distinction of each research..

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