The Potency of The Google Classroom Application In Enhancing PAI Learning in SMP Negeri 20 Kota Tangerang During The Covid-19 Pandemic

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ABSTRACT

The learning process is carried out via online methods, such as IAIN Curup, to prevent the spread of Covid-19. Online learning has been used by SMP Negeri 20 Kota Tangerang since April 2020. The instructors employ a variety of online tools to facilitate effective learning while students are taking courses online. The goal of this study is to determine how well the Google Classroom application can enhance the educational experience of SMP Negeri 20 Kota Tangerang students during the Covid 19 pandemic. This study adopted a qualitative methodology, and its non-statistical methods of data analysis were qualitative in nature. Research information was gathered by observation, documentation, and interviews. This study demonstrates the effectiveness of learning with Google Classroom by using tactics including assignments and observations, problem-based learning models and field trips, evaluation in the form of questions, and product development. The ease of use, data savings for mobile devices, accuracy in task collection, and memory savings offered by Google Classroom are only a few of its benefits. Meanwhile, the drawback is that communication is not well established.
Keywords: Covid-19, Effectivity, Google Classroom,

A. INTRODUCTION

In addition to the emergence of a new pandemic that alarmed the entire globe, known as COVID-19, many significant changes also occurred in 2020. A variety of lifestyles started to alter, social interactions were hampered, and even schooling could not proceed as usual. A pandemic has been proclaimed by the World Health Organization because to the Covid-19 outbreak, which started in Wuhan, China. The government has implemented measures like physical and social segregation as well as extensive social restrictions in order to stop the spread of the Covid-19 virus (PSBB). Everything must be done at home because everyone must inevitably stay at home. The teaching and learning process must always be done from home or online in the field of education (Widiyono, 2020). Since the world of education must now operate online during the Covid-19-time, spontaneity, which was previously the learning process functioning offline, changed immediately without enough preparation.

In order to allow students to attend lectures at their homes, SMP Negeri 20 Kota Tangerang has implemented an online learning procedure beginning in April 2020. In order for students to fully comprehend the lecture material presented in the hopes that the knowledge gained would have a good impact on the students' lives, instructors now face a new difficulty in the online learning environment. The degree of effectiveness with which the learning information is provided determines how smoothly the learning process will proceed. As a result, the delivery of lectures via distance or online undoubtedly necessitates a method for facilitating group conversation in the form of classrooms.

The PAI learning technique course, which also employs Google Classroom, is one of the programs that SMP Negeri 20 Kota Tangerang lecturers use in their online classes. Other applications that are regarded simple and useful for distant learning include YouTube, Google Drive, and Facebook. An online tool called Google Classroom is specifically made to encourage communication between teachers and students. Educators are given the chance to share their knowledge with students through this app, and they may also serve as facilitators who can adjust their teaching schedule as needed. The Google Classroom, however, requires an internet connection in order to be used (Hammi: 2017). After then, digital interaction between instructors and students can be facilitated through Google Classroom. In addition to being available on a PC, this most recent Google application can also be accessed through devices with Android and IOS operating

systems. The fact that this application can be used correctly is one of its sophisticated features. Grouping collectively (Savitri, 2019). in the hopes that the educational process will go smoothly and help pupils reach their full potential. Educators may manage online learning more effectively and efficiently by using the Google Classroom tool, and they can also provide students with information that is suitable and correct (Terasne, 2020).

Google Classroom is a blended learning concept designed for all levels of education, according to wikipedia (Ningrum, 2020). So, Google Classroom is a division of learning that uses a variety of rooms for mixed learning with the goal of facilitating students' education and knowledge (Efendi, 2019). The usage of Google Classroom for education has many benefits, one of which is the availability of numerous file upload options. Also, Google Classroom has a number of features that make learning easier (Nurlifa, 2020). Assignments are saved and ranked in a collection of Google productivity apps, allowing professors and students to collaborate on projects. This is one of the advantages of Google Classroom. 2) A variety of scoring systems are supported by Google Classroom's rating (measuring). Assignment files that students can see, edit, or obtain a single copy of can be attached by teachers to the work. No. 3: Interaction The flow channel allows for the posting of bulletins by teachers, while comments from students allow for a two-way conversation between professors and students (Setiawan, 2020). Teachers can easily create classes in Google Classroom, save time and money because the learning process can be completed in one location, control the classroom environment effectively with the help of engaged students, communicate with them directly, and monitor their engagement in the learning process. The classes are also secure and free (Afrianti, 2019). Regarding Google Classroom's advantages, they include: simplicity of preparation, time savings by eliminating the need for paper, and improved management (Hanifah, 2020).

Moreover, Google Classroom provides the capability to automatically generate duplicates of student-made assignments (Utami, 2019). As a result, remote learning can still be effectively implemented, allowing for online interaction between students and instructors and the exchange of knowledge about course contents (Mulatsih, 2020). First, sign in using kelas.google.com and then sign in using a Google account with an email address. Google Classroom is still in its infancy as a learning tool. Click the "+" sign next to the email address to create the first class. Click the button that says "Create class" when it appears. Add a class name next. Instructors can add information about the class, such

as descriptions and directives for students, on the "about" tab, a Google Drive folder for class materials, to which students can upload lesson plans and course outlines. Finally, the class is prepared and open for enrollment. If a student has a Google account affiliated with an institution, they can join for free. They just need to locate the class code under the "stream" tab. Making announcements, sharing class updates, attaching files and materials, creating, uploading assignments for students in time to be submitted, downloading materials that have been uploaded by teachers, creating questions to discuss with teachers or other students, and reusing posts such as announcements, assignments, and questions in other classes are just a few of the many things we can do with Google Classroom when the class is running (Putra, Ida Nyoman Tri Darma, And Gusti Ayu Meri Aryani:2020).

As a result, including Google Classroom into the teaching and learning process is a great idea. Yet, both students and educators must work together to produce results in the learning process in order for online learning to be as effective as possible. Although most of the level of learning effectiveness depends on educators in carrying out learning as seen from the time span of providing learning materials, then setting teaching techniques and learning procedures in the classroom, cooperation between educators and students must be built in order to increase the effectiveness of the learning process. Distribution of content that can draw students in carrying out learners is all part of a teacher's duty in the classroom (Astuti Dwi Aprilia, Prestiadi, Dedi:2020). It is evident that distant learning is a novel experience in education, making the degree of learning effectiveness a lecture that must be perfected collectively.

According to Slavin, four signs can be used to determine whether learning is effective. The first is the quality of learning, which refers to how much material is supplied so that students can easily absorb it or whether the error rate is declining. The effectiveness of learning increases with decreasing error rates. The teacher's level of assurance that the students are prepared to acquire new information is the second factor in determining if the learning level is appropriate. The third motivation is the amount of effort the teacher puts forth to inspire pupils to finish or do assignments and learn the provided content. Students will engage in more activity and learn more effectively if they are motivated more. And the fourth time, which is the amount of time it takes for students to finish their academic tasks. If pupils can complete classes within the allotted time,

learning will be effective (Gunawan, Fransiskus Ivan, and Stefani Geima Sunarman: 2018). If there is good cooperation and there is a willingness and eagerness to learn from pupils while studying, then the learning process will be carried out efficiently and can be done so in a way that is correct. The level of understanding and effectiveness in learning will therefore become more directed, and the material to be taught can be delivered in a way that allows students to absorb it properly. For this reason, every educator must be able to regulate and control classroom conditions and provide direction in learning (Umairah, Putri, and Zulfah Zulfah:2020). As a result, the application's use becomes both a support for and a factor in determining learning success. This study aims to learn more about "The Effectiveness of Utilizing the Google Classroom Application in Enhancing the Quality of PAI Learning for SMP Negeri 20 Kota Tangerang Students During the Covid-19 Epidemic" in relation to the background of this issue**.**

B. RESEARCH METHODS

This study employs qualitative research by combining a case study methodology with a qualitative descriptive approach. Data were gathered by observation, interviews, and documentation. Non-statistical data analysis, which only takes the form of data description, is used to show the data. The goal of this study is to develop a formula to evaluate the efficacy of learning using Google Classroom in raising the standard of instruction for students at SMP Negeri 20 Kota Tangerang during the COVID-19 pandemic. SMP Negeri 20 Kota Tangerang Lecturer served as the primary speaker source. Also, information was gathered through observations made during online lecture activities. After that, evidence is gathered through journal data and library books. Instruments in the form of questions that are posed to informants and respondents face-to-face at the site of the research serve as the direction for the interview technique. Then for data analysis techniques utilizing the Miles and Huberman theory, including decreasing data, presenting data, and drawing conclusions as well as by verifying the veracity of data using triangulation.

C. RESULTS AND DISCUSSION

The effectiveness of using Google Classroom in improving the quality of learning for SMP Negeri 20 Kota Tangerang students during the COVID-19 pandemic has been determined through field research. The results are broken down into two categories: 1) The effectiveness of using Google Classroom in improving the quality of learning for SMP Negeri 20 Kota Tangerang students during the pandemic, and 2) Benefits and drawbacks of using Google Classroom.

The Efficiency of Google Classroom in Enhancing PAI Learners' Learning Quality Pupils at SMP Negeri 20 in Kota Tangerang During the Pandemic. According to the findings of interviews with lecturers who use Google Classroom at the SMP Negeri 20 Kota Tangerang, the usage of Google Classroom has been operational, but there is still room for improvement in the implementation of online-based learning.

1. Strategies for Using Google Classroom to Improve the Teaching Process

In the educational process, a strategy is a means by which a teacher conveys learning material that is created in a way that makes it simple for pupils to comprehend. There are a variety of tactics that can be employed in the application of learning, one of which is the use of a grouping system that results in assignments to conduct observations whose fall is more focused on the application of problem-solving learning models where assignments take the form of problems that must be solved collectively. This is in keeping with the assertion made by Mr. Mirzon Daheri, who said that the assignment to students is more focused on producing genuine results, in the form of products or results of problem-solving, so that the understanding received would be more lasting and memorable. A scientific study is a better technique to be used in order to train the level of creativity of students in processing data and producing information since understanding in learning will be easier if done seriously from various existing teaching strategies. According to Mrs. Asri Karolina, the application of learning strategies using Google Classroom is more focused on product-based learning and research, where first learning is first explained by the lecturer, then students start learning independently by working on tasks to make a project in the form of teaching materials like videos, then making mini research collected in the form of reports. Assignment collection will be simpler and more organized with Google Classroom because it allows for the creation of distinct folders for each task, each of which can be accessed at any time and doesn't

require a login. Adequate RAM because Google's data storage is organized, making it very helpful and advantageous for a more pleasant educational process".

Learning using Google Classroom makes learning simpler and easier to reach then learning that is not bound by space and time so that it will provide relief in learning online, this is in line with Mrs. Jumira Warlizasusi، that the strategies used in the learning process using Google Classroom emphasize a lot to assignments based on Syllabus and RPP for several groups then the assignments are collected in Google Classroom based on the type of assignment created, with this system the collection of assignments becomes easier and does not require a lot of room in collecting student assignments because all assignments are stored in Google Classroom then students are also able to open and Seeing various tasks that have been collected with networks that are less supportive can still   be accessed."

This means that the learning process can still be conducted in accordance with the rules based on the syllabus and RPP as guidelines in learning with a lot of emphasis on assignments that produce many products that provide real experience for students in learning, then in giving assignments in groups or individually which are intended to feel Student independence in learning and thinking creatively and actively in working on product-based assignments where the pr As a result, by actively engaging in the learning process, students will better understand the lecture material and retain it.

2.   PAI Learning Models Used in the Learning Process Using Google Classroom

There are many PAI learning models used in the learning process, specifically in the PAI learning method course, which is used to increase student enthusiasm for learning. These models take the form of products or approaches that are created, carried out, and presented in the learning process in order to inspire creativity and enthusiasm in learning so that the desired learning goals can be met. In order for students to easily follow the learning process when utilizing Google Classroom, the learning must be delivered in a novel style that is simple for them to understand. In the PAI learning technique course using Google Classroom, a problem-based learning model, an independent learning model, and a problem-based learning model have all been utilized, according to Mrs. Asri Karolina. In this teaching method, students are expected to study independently, be able to identify difficulties on their own, and be able to come up with solutions for those problems, therefore they must be imaginative.

Based on the findings of the above interview, it can be concluded that the PAI learning model in the PAI learning method course used in the learning process using Google Classroom is by learning problem-based, as well as field experience where in this learning, students are required to learn independently from the outcomes of experience from the field then the outcomes of field observations are made a report in the form of a product, which is in the form of a report. Due to Google Classroom's assignment-based learning, which adapts the model to the learning media utilized and efficiently streamlines the learning process, the online learning process may still be carried out even when it does not employ an offline learning model.

3. **The PAI learning process uses Google Classroom to a varying degree of effectiveness**.

Success in learning is based on the degree of commitment to learning, where success in learning is defined by or measured by effectiveness in learning. The different actions students engage in during learning, such as their level of activity and the varied responses they produce, can be used to track how effective their learning is. Will Yet, teachers and students must work together to achieve the desired level of learning efficacy. According to Mr. Mirzon, the Google Classroom course employing the PAI learning model has a fair level of learning efficacy because to the presence of suitable signals that can make it simpler for students to retrieve their assignments so that lectures can still be given effectively. Even yet, the degree of activity and communication in this application is not particularly effective.

This is consistent with the findings of an interview with Mrs. Asri Karolina, who stated that learning through the use of Google Classroom has been very effective as evidenced by the students' engagement in or response to the learning materials, as well as the fact that the information is clearly visible and neatly recorded, allowing lecturers to easily monitor student learning effectiveness and making it simple for students to access. The effectiveness of distance learning with the use of Google Classroom is very effective compared to the use of other applications, based on the findings of an interview with Mr. Ahmad Danu Saputra, who stated that generally the most effective learning is face-to-face, but in this online era Google Classroom is the best in terms of ease and fluency in learning."

The use of Google Classroom was found to be quite effective in terms of the

application's ease of use, responses from students, and responses to learning-related questions like assignment collection, network maturity, or signal availability, according to the researchers' analysis of the results of the aforementioned interview. This implies that this application can still be accessible without a fast enough signal. In terms of how learning is implemented, Google Classroom is more about assignments than it is for communication or distribution, thus it is highly helpful in the learning process because tasks can be collected simply, neatly, conserve memory, and can When it comes to communication or discussion, Google Classroom is still somewhat less effective because the level of communication is limited to the collection of tasks and responses in passive assignments. However, it is accessible by every student anywhere and at any time, allowing learning to occur anywhere with the level of flexibility of time given in assignments.

4. **Utilizing Google Classroom to assess learning**

If the degree of effectiveness is kept up, the learning process will become more manageable. As a result, the learning process must always be evaluated by making adjustments in the form of evaluation in order for it to proceed more successfully than ever. According to the findings of the interview with Mrs. Jumira, the system for evaluating students' learning is carried out by assigning them tasks and asking them questions that must be completed within a certain amount of time. According to the lovely mother, the Google Classroom program allows for evaluation by assigning tasks and requiring projects or learning outcomes so that concepts will stick in kids' memories for longer.

Given the preceding interview's findings, it can be inferred that the evaluation method utilized in the learning process utilizing Google Classroom varies only little according to the subject matter covered by the lecturer. In order to reduce student cheating during this epidemic, many use evaluations in the form of goods that are developed for learning assessments. From these products, assessments are made regarding the amount of understanding that students have attained throughout learning. The evaluation can also be conducted using a Midterm Test or Final Test assessment, which is characterized by the provision of questions for students to answer within a set amount of time.

5. **The benefits and drawbacks of using Google Classroom to enhance learning standards in a pandemic**

Benefits of Using Google Classroom to Facilitate Learning

In the world of education, which formerly operated offline, the use of online media is a relatively recent phenomenon. Because of the pandemic, the world of education must now be conducted online, and the use of online media is one way to do this. One tool used in the educational process is Google Classroom. It must have unique benefits in its application that will help make learning more efficient. The lovely mother claims that there are many conveniences in this application, including the ability for students to upload files without being interrupted by signals for a predetermined amount of time, have a lot of memory space and transparent assessments, support quotas, are simple to open, and can be accessed at any time and from any location.

From the results of the interview above, it can be inferred that there are several benefits to using Google Classroom in the online learning process, particularly in terms of ease of network is very good because it can be accessed with relatively low signal conditions, then the application is easy to use by each student, then from the economic side of using Google Classroom. Extremely effective with regard to quota usage because it uses less internet bandwidth, prepares task data more neatly, and only uses a small amount of RAM because task collection is kept in Google, the evaluation procedure in Google Classroom is open and the learning schedule is flexible, so learning can take place whenever and wherever it suits the learner and is not restricted to set class times, provided that assignments are turned in on time.

6. Google Classroom drawbacks for the educational process

It is undeniable that there are issues with the usage of new learning media, and these issues are felt while using Google Classroom as an online learning tool. Mr. Mirzon Daheri claims that this program has some flaws that need to be fixed, including the limited range of interaction, the fact that some students have yet to learn it, and the fact that students are less engaged.

Based on the results of the interview above, it can be concluded that there are several shortcomings in the use of Google Classroom, namely in the level of interaction Communication in Google Classroom has not been so well run because the form of communication in Google Classroom is still fairly passive and only for collection assignments and responses in assignments given by lecturers so for a more active level of communication lecturers use many other applications such as Zoom, Google Meat, FB,

IG and YouTube, then the class code must be shared continuously to remind students if there is something Install the application or update the Google Classroom application so that the class code must be shared again so that students can re-enter Google Classroom, then in the level of understanding of assignment collection using Google Classroom for now there are still students who do not understand the assignment collection system in Google Classroom.

Based on the study's findings, it can be shown that using assignment methodologies in the form of both groups and individuals to optimize the learning process in Google Classroom has It works well. During the learning process, students are required to study independently using the RPS or syllabus that is currently in place. Then, when completing assignments, students are required to create products that they have obtained through direct field observation in order to make the material they have obtained more accurate and understandable. Then, in this learning model, a way that is not left behind in the success of online learning where online learning using Google Classroom the learning model that is widely implemented is problem-based learning, and field experience so that this learning is more is real. Because of this, the PAI learning model using Google Classroom is highly effective in terms of the application's usability, the responses or responses provided by students during learning, and the timely collection of assignments.

If a network or signal is available, it does not necessarily need to be fast enough to access this application. As a result, Google Classroom assignments are very helpful in the learning process because the tasks can be collected easily, neatly, and memory-savingly, and they can be accessed by every student anywhere and anytime so that learning can take place wherever there is a level of flexibility of time given in assignments. However, in terms of communication or discussion, Google Classroom assignments are more about assignments than communication or discussion. Then, depending on the subject matter covered by the speaker, the evaluation system employed in the learning process utilizing Google Classroom is fairly equal. In order to reduce student cheating, many learning assessments during this epidemic use evaluations that are produced in the form of goods. From these products, assessments are made regarding the amount of understanding that students have attained in learning. The evaluation can then be completed with a UTS or UAS exam, which is designed to give students questions to complete within a set amount of time.

According to Slavin's theory, the following four signs can be used to gauge how successful learning is:

a. How much information is supplied to pupils in a way that makes learning easy or how low the error rate is are two indicators of the quality of learning. The more effectively you learn, the lower your error rate is,

b. The degree to which teachers guarantee that pupils are prepared to acquire new information is the appropriateness of the learning level.

c. The effort a teacher puts into encouraging students to complete assignments and learn the subject offered is known as the incentive. Students will engage in more activity and learn more effectively if they are motivated more.

Time, or the amount of time needed for pupils to do their educational tasks. Students' ability to finish the class within the allotted time will determine how well they learn (Gunawan, Fransiskus Ivan, And Stefani Geima Sunarman: 2018)

From the observations that the delivery of learning has been carried out well based on RPP, it can be seen that the learning process using the Google Classroom application during the COVID-19 pandemic at SMP Negeri 20 Kota Tangerang has been carried out quite effectively. However, students are also required to be active in learning, for example in terms of assignments in the form of: Making products from observations to the field here we can see that. The amount of a student's preparedness to learn new material can then be gauged by their replies to the material they have been provided, their eagerness for working on the assignments, and their responses that result in task completion and prompt assignment collection. Consequently, despite the convenience of online learning, students' excitement for learning is maintained by continuing to fulfill their academic duties and complete their assigned assignments on a flexible schedule. Hence, if the level of cooperation between instructors and students is successfully implemented, learning can be accomplished.

The use of Google Classroom in the online learning process is also very beneficial to teachers in helping students understand what is being taught online. As we all know, online learning has had a significant negative impact on the economy due to the high cost of Internet access required to deliver online lectures. This is a way that lecturers are considering the students' financial situation by using Google Classroom. However, there are a number of benefits to using the Google Classroom program, including how simple

and user-friendly it is, as well as how many learning-supporting features it offers. What Google Classroom's advantages are:

   a. Can be easily prepared. Students, students, and teaching assistants may be invited to classes that have been set up by teachers. They can share resources, assignments, and information on the classroom page.

   b. Eliminate paper use to save time. Instructors may form classes, give homework, communicate with students, and manage everything in one location.

   c. Improved management. The assignments page, a classroom, or a class calendar are all places where students or students can access assignments. The Google Drive folder is automatically where all of the course materials are kept.

   d. Enhance feedback and communication. Instructors may immediately begin class discussions, give announcements, and generate assignments. Through email or in-person interactions, students can exchange materials. Also, teachers may easily determine who has and has not finished homework and can promptly offer real-time feedback and grades.

   e. Can function with the programs you employ. in the same way as Google Documents, Calendar, Gmail, Drive, and Forms.

   f. Accessible and secure instruction. due to the fact that it is offered without charge to individuals, non-profit organizations, and schools. The course does not include adverts, and we never utilize the information we collect from you or your students for marketing purposes (Hanifah, Wanda, And K. Y. S. Putri:2018).

Thus, it is clear from the research's findings that using Google Classroom for online learning in the PAI learning method course has a number of benefits, particularly in terms of network accessibility, which is excellent because it can be used even in areas with weak signals. The application is also simple to use. Use it by every student, and from an economic perspective, Google Classroom is very quota efficient because the use of internet quota is lower, assignment data preparation is neater, memory storage is light because the collection of assignments is stored in Google so it does not require a lot of memory to collect assignments. The evaluation procedure in Google Classroom is open and the learning schedule is flexible, so learning can take place whenever and wherever it pleases and is not restricted to set class times, provided that assignments are submitted

on time. There are various drawbacks to using Google Classroom in the online learning process, including the degree of interaction, in addition to the positives it offers. The management of communication in Google Classroom has not been particularly effective because it is still primarily passive and only used for the collecting of assignments and student answers to assignments given by teachers. The class code must be shared frequently with students to serve as a reminder to them if they install or update the Google Classroom application. This is because lecturers use many other applications for a more active level of communication, including Zoom, Google Meat, Facebook, Instagram, and YouTube. It needs to be shared again so that students can log back into Google Classroom. Then, in terms of task collection utilizing Google Classroom, there are still students who do not comprehend the system for collecting assignments in Google Classroom.

D. CONCLUSION

Many inferences may be made based on the findings of the study that was done to determine whether or not adopting the Google Classroom application will enhance the standard of PAI instruction for students at SMP Negeri 20 Kota Tangerang during the COVID-19 epidemic. Secondly, the approach to maximizing the PAI learning process using Google Classroom is more concentrated on assignment strategies. Students are expected to study autonomously in this learning process, whether they are working in groups or alone, and they must rely on the RPS that is already in place to create assignments that take the shape of items that were gathered through firsthand field observation. Thus, problem-based learning and field experience are both included in the PAI learning model. In terms of the application's usability, the responses or responses provided by students in learning, and collecting assignments on time, Google Classroom is extremely useful for learning. The evaluation of learning in Google Classroom has since been done in a variety of methods, including via creating products and questions. The second benefit of adopting Google Classroom in the learning process is that it is less expensive, simpler to use, offers significant schedule flexibility, and requires little memory. In contrast, Google Classroom's drawbacks Active communication is impossible, face-to-face interaction is impossible, and the class code must always be dispersed.

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