



# Google Classroom Application: Use and Obstacles in Learning at SMA Negeri 1 Comal

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**Abstract** - This research aims to use the Google Classroom application to learn Istomlearnious Education for class 1 Comal Pemalang Regency. This research uses a qualitative approach. This research uses a type of field research. The primary data sources for this research are Islamic Religious Education Teachers and Class X MIPA 4 Students at SMA Negeri 1 Comal. Secondary data sources in this research are documentation, official archives, books, journals, and other sources related to the title of this research. Data collection techniques in this research are observation, interviews, and documentation. Data analysis in this research uses qualitative data analysis, using an inductive qualitative descriptive method and the Miles Huberman method. The results of this research conclude that using the Google Classroom application in learning Islamic religious education for class X MIPA 4 at SMA Negeri 1 Comal is beneficial in online learning. This research using the Google Classroom application shows that teachers can monitor student learning activities, such as absences, material explanations, and assignment delivery. Supporting factors in implementing learning using Google Classroom are the teacher's readiness to deliver lessons, the teacher's delivery of material well, and adequate infrastructure at SMA Negeri 1 Comal. The inhibiting factor is the problem of a weak internet network for students on the coast or in places far from internet network towers.

**Keywords:** learning, implementation, obstacles, barriers, Google Classroom.

## 1. INTRODUCTION

Technological advances today significantly influence the development of science, especially in information and communication, which has spread quickly and widely throughout the world as part of human life, including in education (Thalib et al., 2024). In other words, information and communication development technology is an interactive tool used to communicate long distances, exchanging information as a means and infrastructure for senders and recipients of long-distance messages (Roztock et al., 2019; Furqan et al., 2023; Raj et al., 2023). The development of science and technology already exists in education, which requires teachers to be more creative and innovative in learning activities at school to achieve the goals of good learning.

Utilizing the technological advancements of today to learn can allow educators to enhance and expand their competencies, particularly in teaching and professional development (Li et al., 2023). Using technology in learning can solve learning problems caused by teachers' less-than-optimal role in utilizing technology in education (Firdaus et al., 2023). The Internet is an application of advances in information and communication technology that has the potential to be used as learning facilities and infrastructure; quite a lot of schools have computers connected to the Internet (Nguyen-Duc et al., 2019). The development of learning



technology using internet facilities and infrastructure proliferates, ultimately providing convenience, comfort, freedom, and flexibility in exploring knowledge online (Carlsson, 2022).

Google for education is the most exciting invention because it is a product created to accompany teachers and students in teaching and learning activities, as written on the official website (Iqbal Fawwaz et al., 2023). Google for Education offers several dependable tools that are highly beneficial for classroom instruction and student development, including Google Classroom, Google Calendar, Google Mail, Google Documents, and Google Drive (Sudiran & Adityo, 2023). Google Classroom is suitable for implementation in Indonesia because it has the same structure as learning today (Lindh & Nolin, 2016).

Google Classroom was created to facilitate teacher and student interaction in online networks (Google, 2018). Teachers can use this program to help pupils investigate their scientific concepts. Google for Education's findings are intended to support the development of engaging, successful, efficient, and joyful learning environments (Rosyada & Sundari, 2021). Google Classroom is an application that allows the creation of classrooms on an online network (Guswara & Purwanto, 2021). Some teachers in Indonesia have yet to know this application widely. This application service is assumed to be an alternative when answering problems and challenges in classroom learning. For example, there is limited time in class, and there needs to be more time for discussions in studying learning material to continue online. More time is required for students to correct their assignments. On the other hand, one way to turn in tasks, distribute assignments, and even grade assignments that will be turned in is using Google Classroom (Octaviani & Purnamaningsih, 2023).

Based on the observations, the researcher appointed SMA Negeri 1 Comal as the research site because SMA Negeri 1 Comal has three Islamic Religious Education teachers who use the Google Classroom application in their lessons. This Google Classroom application can be accessed anytime and anywhere. So, it can be applied to a distance learning system, which requires learning to occur online to avoid direct contact and crowding for mutual safety (De Koff, 2021). The teacher assigns students assignments during the learning process and sends the results to the Google Classroom application. Students are also given additional material to help them understand what they need to understand more broadly.

Another advantage of using Google Classroom is that the teaching and learning process becomes more accessible and saves time and energy (Ratnaningsih, 2020). However, learning to use the Internet does not mean that there are no obstacles faced, both internal and external, such as poor signal networks or smartphones frequently experiencing interference. So, when students submit assignments, they experience difficulties (Balakrishnan et al., 2022). For students from the lower middle class, difficulty buying internet quotas is also a severe problem because the amount of money needed to purchase internet quotas increases more than usual. If this happens to students who excel, it will be miserable because they can miss out on their lessons and get bad grades even though these students are bright at school (Jamiludin et al., 2021).

Therefore, teachers must make efforts so all students can participate in the learning process well and evenly without anyone being left behind. The effort is that students who do not have smartphones or quotas can join with their friends. If there are problems with sending assignments in the Google Classroom application, they will be transferred to the WhatsApp application (Muthmainnah, 2019).

Based on the description above, researchers are particularly interested in studying how Class X MIPA 4 at SMA Negeri 1 Comal, Pematang Regency, uses the Google Classroom program to pursue Islamic religious education.



## 2. RESEARCH METHOD

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### 2.1. Research Design

This research uses qualitative research because, in this case, it is intended to describe how the Google Classroom application is used in learning Islamic Religious Education for class X MIPA 4 at SMA Negeri 1 Comal. This research uses field research because the researcher wants to know data directly related to using the Google Classroom application in Islamic Religious Education learning for class X MIPA 4 at SMA Negeri 1 Comal.

### 2.2. Place and Time of Research

This research was carried out at SMA Negeri 1 Comal, Pemalang Regency. Interviews with teachers and students were conducted at SMA Negeri 1 Comal, while Google Classroom learning observations were conducted through the Google Classroom application. The research period was carried out from December 2023 to February 2024.

### 2.3. Data source

The primary data sources for this research are Islamic Religious Education Teachers and Class X MIPA 4 Students at SMA Negeri 1 Comal. Secondary data sources are documentation, official archives, books, journals, and other sources related to the title of this research.

### 2.4. Data collection technique

The data collection techniques in this research are as follows:

#### a. Observation Method

Observation is collecting data by observing the research object directly or indirectly. Direct observation involves looking at the subject being investigated with its existing symptoms without the help of tools in an actual or conditioned situation. Meanwhile, indirect observation consists of observing the subject's symptoms in the field and capturing as much of the reality of what is being studied as possible. This method was used to obtain data related to the use of the Google Classroom application in learning Islamic Religious Education for class X MIPA 4 at SMA Negeri 1 Comal.

#### b. Interview Method

Interviews are a way to collect data by holding direct face-to-face meetings between the person tasked with collecting data and the person who is the data source or research object. This interview method explored data or information about using the Google Classroom application in learning Islamic Religious Education for class X MIPA 4 at SMA Negeri 1 Comal.

#### c. Documentation Method

The documentation method is a way of collecting data through written remains in the form of archives and books about opinions, theories, or laws related to research problems. Documentation in this research strengthens documentary data, such as SMA Negeri 1 Comal documents (Marx, 2023).

### 2.5. Data Analysis Techniques

The steps that researchers took in the field using the Miles Huberman method include (Miles & Huberman, 2014):

#### a. Data Reduction

Reducing data means summarizing, selecting the main points, focusing on the critical points, and looking for themes and patterns in data obtained or produced by research at SMA Negeri 1 Comal.



b. Data Display

The data presented here is limited to structured information that allows conclusions and actions to be taken. It actions taken. It was derived from research at SMA Negeri 1 Comal.

c. Concluding and Verification

Conclusions in qualitative research are new findings that have yet to exist previously. Conclusions from this research are shown to determine the use of the Google Classroom application in learning Islamic Religious Education for class X MIPA 4 at SMA Negeri 1 Comal.

### 3. RESULTS AND DISCUSSION

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#### Profile of SMA Negeri 1 Comal, Pemalang Regency

The history of the establishment of SMA Negeri 1 Comal began with a noble desire and determination to educate the nation's life. For this reason, a path was pioneered to realize a high school-level educational forum that was established in the Comal Kawedenan, which was chaired by the assistant Regent KDH Level II Pemalang for the Comal area, namely Bp. Drs. Mashudi.

Together with other colleagues such as Mr. Ngadi BA (at that time as cam at comal), Mr. Zaenal Azikin (Head of SMP Negeri 1 Comal), etc., began implementing education, which was only based on spiritual capital. However, it still needed still needed material capital. On 14 December 1977 Ka. Kandep P and K Pemalang, Mr. Endro Suwaryo, BA (who was also the former regent of KDH TK. II Banjarnegara) assigned Mr. Drs Sutarjo Tirto Laksono (alm) to lead and subsequently manage Comal Preparatory High School. The registration officer serves the registration of new students at the PLPMC office (now SKB), while the written registration announcement is disseminated through SMP Negeri 1 Comal.

The general interest of the Comal community, particularly Pemalang, was relatively high, supported by oral information relayed by word of mouth. Hence, the new student admission committee had to conduct an entrance testing selection at SMP Negeri 1 Comal. After the selection, the committee faced local (building) problems.

With great enthusiasm and pleading to God Almighty, they finally found a way out: Muhammadiyah Comal management reached out to provide a place of education, namely at SMP Muhammadiyah Comal.

So on 25 January 1978, on the night of Wednesday Kliwon at the location of SMP Muhammadiyah Comal, the signboard of SMA Persiapan Comal was installed, which was headed by Mr. Drs. Sutarjo Tirto Leksono (alm) with a staff of 20 teachers. The teacher staff is assisted by SMA Negeri 1 Pemalang and SMP Negeri 1 Comal and from other agencies. As time went by and accompanied by the persistent enthusiasm of the founding committee of Comal High School, it was finally successful in raising funds to build 8 locals until 1980.

In January 1979, Comal Preparatory High School gradually moved from the Muhammadiyah Junior High School building to the new building, and some students began to enter in the morning while some entered in the afternoon. In the 1979/1980 academic year, the school started to improve itself in all respects, so the BP3 board was formed.

Because SMA Persiapan was becoming more stable and supported by a large share of the regional government, the regional government also took over the Management. SMA Persiapan Comal was changed to SMA Pemda Comal.

Local development (building) continues to be added along with the pace of education in SMA Pemda Comal. On 30 July 1980, SMA Pemda Comal was successfully granted the Decree of the Minister of P and K with Number 0208/0/1980 and inaugurated by the Head of the Regional Office of the Ministry of Education and Culture Central Java, namely Mr. Drs. Kustejo.



School Vision is “The realization of graduates who are faithful, noble, superior in achievement, skilled in working care for the environment and have a global outlook.” To achieve the vision, SMA Negeri 1 Comal develops the following mission: increase religious activities at school, provide an example of honesty in taking tests, respect each other in school activities, prioritising musawarah mufakat in solving problem, improving the effectiveness of teaching and learning activities, improving student tutoring services, improving educational facilities/infrastructure, improving learning tools and resources, providing additional lesson hours to prepare for the National Examination in the afternoon, preparing students to enter university, providing communication skills in English, organising Toefl tests for students, provide a vehicle for fostering and conducting extracurricular activity training, provide communication skills in English, motivating teachers and other education personnel to be active in every school activity and sensitive to educational developments, provide a vehicle for communication and coordination between the school, parents, community and related agencies, functioning the school mosque for the benefit of the community in worship, receive global information through IT-based learning, building character education to students through exemplary behaviour, and caring for cleanliness, order and the environment.

### Implementation of the Use of the Google Classroom Application

According to Mahalli et al., (2020), learning implementation is a process structured by particular steps to ensure that the implementation produces the desired outcomes. Implementing learning is an activity that has educational value, and educational value influences how teachers and students interact (Eka Yulia Syahrawati et al., 2022). The reason this interaction has educational value is that learning is implemented to achieve predetermined goals that have been developed before the implementation of learning takes place (Awidi & Cooper, 2015). The teacher carries out various phases of learning implementation when implementing the lesson, including :

Table 1. Stages of learning implementation

No	Stage	Description
1	Planning/Opening	The purpose of lesson-opening activities is for the teacher to set the stage for learning so that students are ready to engage in learning activities
2	Delivering Learning Materials	The primary step in the implementation of learning is the dissemination of learning materials. When presenting the material, the instructor starts by reviewing it in order of accessibility. The teacher uses media as a tool for delivering learning materials and employs teaching strategies appropriate to the subject matter to maximize student acceptance of the instruction
3	Evaluation	The teacher concludes the main learning activities of the lesson by conducting a closing activity. In this exercise, the instructor assesses the content that has been presented

Source: Setiawan et al., (2021) and research data processing (2024).

One tool that makes it possible to create online classrooms is Google Classroom. Furthermore, assignments can be distributed via Google Classroom (Medina et al., 2024). Send in your assignments and evaluate the ones that have been gathered. The degree to which students make mistakes when solving the provided problems is one indicator of how effective



Google Classroom instruction is; another indicator is the degree to which the teacher encourages students to review the content uploaded to the platform (Kurniawan & Misriani, 2024). As a result, this application can support teachers and students in conducting a more profound learning process.

Using Google Classroom is not easy for teachers who need to gain knowledge of information technology (Thuan & Hanh, 2024). Therefore, it is necessary to prepare various things that support the implementation of learning through Google Classroom. The implementation of learning using Google Classroom in Islamic education subjects in class XI MIPA 4 SMA Negeri 1 Comal can be described as follows:

### 1. Opening

The teacher's initial activity to create a learning atmosphere that allows students to be mentally ready to participate in learning activities is to create a lesson plan and prepare learning media appropriate to the material to be delivered. Learning planning is the first component that must be established in the teaching process, and it functions as an indicator of teaching success. This goal is a formulation of behavior and abilities that students must achieve and possess after they complete learning experiences and activities in the teaching process (Andersson & Köpsén, 2018).

In this research, the media that will be studied is using Google Classroom, where students and teachers can interact online. Learning to use this application makes it easier for students to access digital classes simply because they don't need to install complicated things like other applications. Educators must plan their lessons when teaching online through Google Classroom. To fully utilize Google Classroom's features and advantages, teachers must be able to comprehend or use it. This will aid their learning process when creating online lesson plans and enhance their teaching abilities. Results of interviews with Islamic education teachers:

"In implementing learning through Google Classroom, teachers must have a thorough plan so that the implementation can produce quality learning, not the opposite.

Teachers and students start learning by opening the link [www.classroom.google.com](https://www.classroom.google.com) and clicking Sign In to begin opening the classroom on Google Classroom.

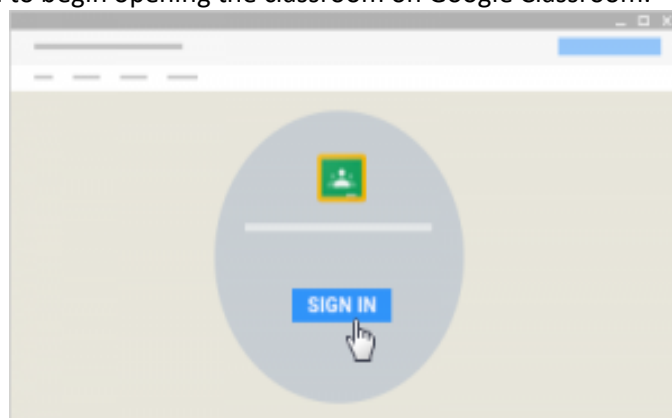


Figure 1. Sign In to Google Classroom

Implementing learning requires ensuring material delivery is done well and efficiently while meeting the applicable curriculum standards. Using appropriate media and learning methods can also make learning more optimal in achieving educational goals (Kundu et al., 2021).

The learning implementation begins by providing a general overview of the material that will be presented. This helps students focus on participating in teaching and learning activities. Management of existing resources in the learning process contributes to achieving





learning effectiveness. The teacher organizes learning by guiding students when they enter the online class, directing students to sit correctly, and telling them the right time to ask the teacher.

Based on observations made in class, Students are given time to log in to Google Classroom so that learning can begin. Then, the teacher creates a digital class in Google Classroom and names the class according to the schedule.



Figure 2. Digital class in Google Classroom

Teachers can invite students to enter the digital class by accessing the invitation link address, which can be copied and shared with students to make it easier for them to join the class. Results of an interview with an Islamic education teacher:

“The readiness before teaching is to make online lesson plans and syllabus based on the 2013 curriculum. In addition, it also prepares learning videos that are adapted to the teaching material. Also, the skills required for this learning must be understanding or using Google Classroom so that the functions and benefits of Google Classroom can be maximized. In addition, teachers also upload material, give assignments that students or students can see and read, and no less importantly also have an internet connection to access the Google Classroom page.”

According to the findings of the researcher-conducted interviews and observations, following the creation of a digital class and the enrolment of all students, the instructor uploads resources, assigns visible and readable assignments, and—perhaps most importantly—makes sure that all students have access to the Google Classroom website via an internet connection. To deliver the lesson, the teacher either sent PowerPoint with learning materials about magnets created by teachers using Microsoft PowerPoint software or she previously prepared learning media in the form of movies, pictures, and displays. Using an online learning implementation plan, the instructor designs the course during the Covid-19 pandemic (Ali & Maksum, 2020). The 2013 curriculum is the basis for the lesson plans they are creating. Additionally, the planning addresses the requirements for conducting this online learning, including the infrastructure and facilities needed and the teacher’s plan for implementing the Google Classroom strategy to meet the criteria for minimum completeness and achieve the desired outcomes.

Google Classroom is a learning innovation that teachers use to utilize learning media and develop it into something more accessible to deliver learning material to students. Teachers need expertise in using various existing press to respond to the rapid development of technology. Using laptops, LCDs, and mobile phones as learning media can teach students to be wiser in using the information technology they have. Results of an interview with an Islamic education teacher:



“The teacher begins the lesson by saying greetings and reciting prayers before starting. Afterward, the teacher fills in the students’ attendance data by calling their names individually. However, if students experience signal interference or lost connection, they can be absent using text messages sent via WhatsApp.”

Based on the interview above, implementing Islamic Religious Education has gone well. This can be seen from the teacher opening the class by saying greetings. Then, learning begins with reading prayers together, guided by the teacher, and students are conditioned to deliver the material well. Students with special needs pay more attention to the material they must understand.

## **2. Core**

In its implementation, it can be seen through the components of learning implementation, namely (Widhiasti et al., 2022):

First, the delivery of material. The teacher delivered the material clearly so that students understood. Also, each learning material is delivered by the teacher in detail. In the learning process, the teacher uses Google Classroom for online learning media; in providing lessons, the teacher presents the material through presentations using PowerPoint interspersed with short videos related to the material presented. The teacher’s learning process is adjusted to the Online Learning Implementation Plan. This is done as a basis or reference in implementing learning using virtual (online) media. Teachers can adapt to the 2013 curriculum syllabus as a basis for taking learning materials, meaning that the material presented remains the same and there are no changes. This is in line with Firmina Angela’s opinion that the learning process must be planned and organized in such a way according to specific steps so that the implementation of learning can achieve the expected results.

Second, learning media, based on the results of observations in learning by using Google Classroom, the media used by teachers in using google classroom in online learning is that teachers provide materials in two ways, namely short videos that are the material and create discussion forums with students. WhatsApp is another application teachers use to assist in implementing Islamic education learning through Google Classroom. The teacher gives assignments via WhatsApp if students need access to the digital class on Google Classroom due to constraints on the internet network or other factors. Thus, it is expected to help students understand the material more easily and get maximum scores during evaluation. Teachers prepare learning media by implementing online learning using Google Classroom. As for the media teachers use during learning activities, teachers use learning media videos, pictures, and PowerPoint (PPT). It is intended that by using these media, it will be possible to keep students motivated to complete their online coursework successfully and meet their learning goals. Because the implementation of learning is focused on achieving predetermined goals that have been formulated before the implementation of learning begins, it is an activity that has educational value as well as coloring interactions between teachers and students that have educational value (Mohammed et al., 2024).

Third, learning methods. The teacher employs the question-and-answer method based on the findings of observations made during the implementation of this online learning using Google Classroom. The approach taken will be modified by the curriculum to be taught and how it is put into practice. Teachers may find it simpler to communicate with students and provide material when they use learning methods. It is intended that teachers will be able to take full advantage of other educational resources, like instructional videos and interactive discussions, because of how simple it is to interact with students. Teachers’ various techniques and strategies make Google Classroom learning more dynamic, even though occasionally poor internet networks present challenges. They can be put to the most excellent use possible.





Fourth, teaching strategies: Regarding the teacher's approach to implementing learning through Google Classroom, the teacher highlights key ideas and provides supporting media, such as images from PowerPoint presentations, to help students visualize the subject matter and make learning more meaningful by giving them a clear picture. According to Syaiful Bahri, there are four critical components to implementing this learning. Firstly, the teacher should deliver the material in a way that maximizes student acceptance by starting with the most accessible material. Secondly, the teacher should use instructional strategies that align with the material and utilize media to deliver the material.

Results of an interview with Mr. Eka Mulyanto, a class X MIPA 4 student:

"When teaching and learning activities in face-to-face classes, teachers can use the lecture method as a basis for delivering material. So that students feel energized in lessons, teachers also prepare various other learning methods, such as the jigsaw method and group discussions. However, with online learning, teachers innovate learning methods; it is hoped that students will be more understanding and enthusiastic in following lessons by conducting interactive discussions with students and through other learning support media, making it easier for students to follow lessons well."

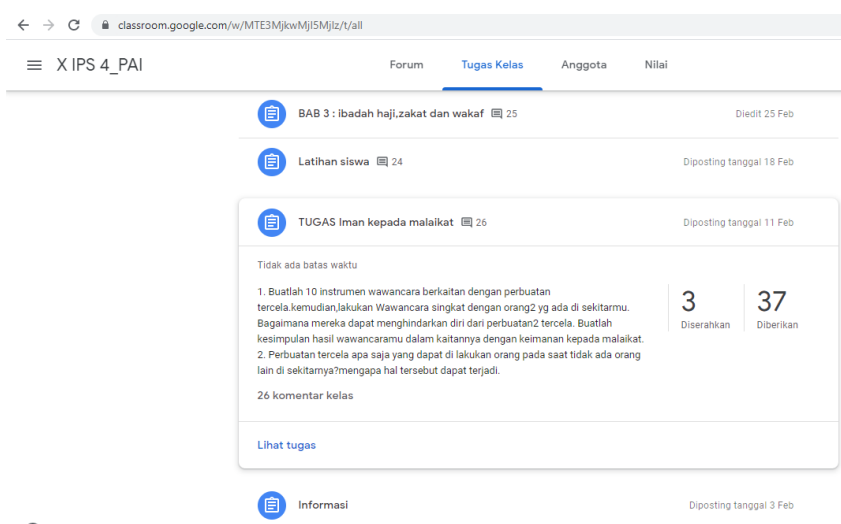


Figure 3. Learning with Google Classroom

### 3. Evaluation

According to the research findings, the three areas of evaluation or assessment conducted on Islamic education learning through Google Classroom at SMA Negeri 1 Comal are cognitive, affective, and psychomotor. This is from Indonesian Law No. 14 of 2005 about teachers and lecturers, which states that three factors are considered when evaluating student learning outcomes: cognitive, affective, and psychomotor.

The evaluation of teacher assignments, including daily, midterm, and semester grades, demonstrates the application of online learning utilizing Google Classroom for cognitive assessment. This is by Indonesian Law No. 14 of 2005 regarding educators and lecturers, which states that the capacity for hierarchical thought—which encompasses knowledge, comprehension, application, analysis, synthesis, and evaluation—defines competence in the cognitive domain.

The affective assessment includes the self-concept, values, morals, attitudes, and interests. The inclination to react favorably or unfavorably to things, people, circumstances,



ideas, and situations is known as attitude. Here, the attitude refers to how the students feel about going to school and using online learning. As a result, educators need to design lessons that change students' negative perceptions of instructional materials. The way that students view the use of online learning appears to be improving and becoming more positive. This is consistent with the belief held by Nana Sudjana that the learning process leads to various changes in the knowledge, comprehension, attitudes, behavior, skills, habits, and other aspects of the learning individual.

Psychomotor assessment pertains to an individual's skills or capacity to perform following particular learning experiences. An object's or activity's knowledge and comprehension are prerequisites for conducting more. When learning activities are conducted using the Google Classroom application media, students' abilities to create practical tasks using videos and create learning products are assessed. For instance, students are tasked with creating a brief video that summarizes the material and uploads it to the Assignments feature in Google Classroom, where they can upload all of the tasks they have been assigned thus far. The benefits of e-learning include making it easier for students and teachers to interact with one another and with other students. Students can also access their subject matter and do the assignments given (Suratni et al., 2022).

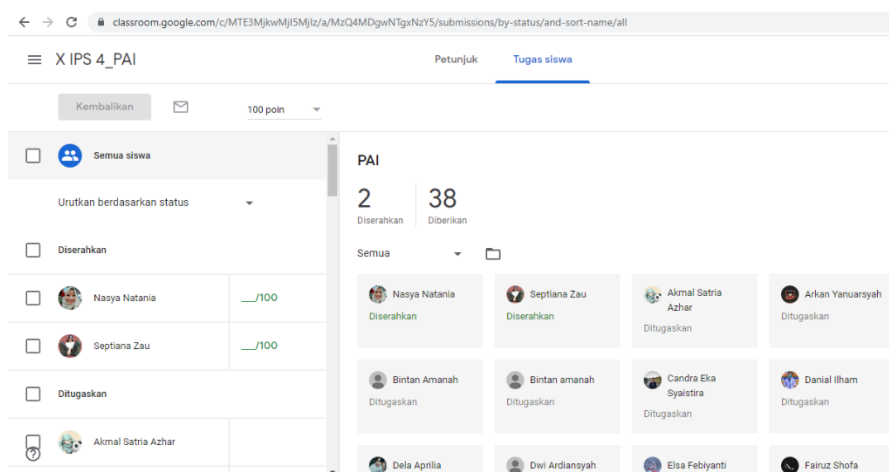


Figure 4. Submission of student assignments in Google Classroom

	Forum	Tugas Kelas	Anggota	Nilai			
Urutkan berdasarkan nama belakang	Tidak ada ... PAI dari 100	Tidak ada ... BAB 5 menelad... dari 100	Tidak ada ... Mapel pai dari 100	Tidak ada ... Tugas bab 4 : ilmu dari 100	Tidak ada ... BAB 4 : ILMU dari 100	Tidak ada ... UJI Kompete... dari 100	Tidak ada ... Remidial PTS dari 100
Rata-rata Kelas							
Akmal Satria Azhar	100/100						
Arkan Yanuarzyah							
Bintan Amanah							
Bintan amanah							
Candra Eka Syalstira							
Danial Ilham							

Figure 5. Student scores in Google Classroom

## Inhibiting and Supporting Factors for Using the Google Classroom Application



An overview of supporting and inhibiting factors in using the Google Classroom application in learning Islamic religious education for Class X MIPA 4 at SMA Negeri 1 Comal can be explained as follows:

### **1. Supporting Factors**

#### **a. Teacher and Student Readiness**

The readiness of teachers and students in implementing learning through Google Classroom is critical. This is related to success in delivering learning material optimally. Students are also expected to be present on time so there are no delays in providing the material. Islamic education teachers' readiness to implement Islamic education learning for class X MIPA 4 at SMA Negeri 1 Comal is quite good. This shows that the teacher is on time when starting learning, which indicates that the teacher has prepared himself to teach. Apart from that, the teacher has also prepared learning materials well. This is proven by the online lesson plans made by the teacher, which are based on the syllabus and the learning methods used, which are made as optimal as possible so that students can easily understand the material presented. This aligns with Nana Sudjana's opinion that the component of success in the learning process is learning planning, which contains the formulation of behavior and abilities that students must achieve and possess after they complete the learning experiences and activities in the teaching process. (Hasriyanti et al., 2022).

#### **b. Delivery of Learning Materials**

In general, online learning via Google Classroom is similar to face-to-face learning in the classroom. The teacher begins the lesson by filling in the student attendance list, asking how the students are doing, and providing motivation, which functions as an encouragement to the students to participate in teaching and learning activities as well as delivering learning material using the media that has been prepared. In providing learning material, the teacher conveys the material clearly so that students understand. The teacher conveys lesson material in simple language that is easy for students to understand. Apart from that, the material is delivered in a detailed and structured manner, making it easier for students to remember and understand the material that has been presented. The teacher optimally uses Google Classroom for online learning media in the learning process. This can be seen in delivering the material the teacher sends Microsoft PowerPoint to provide information or material related to that day's lesson. The teacher also shows short videos on PowerPoint via a projector screen, which students can watch via Google Classroom. Through various media and methods, it is hoped that teachers will convey lesson material clearly and readily accepted by students. Nana Sudjana believes that appropriate learning methods can be used as a bridge or medium for lesson transformation toward the goals you want to achieve.

#### **c. Facilities and infrastructure**

Learning media is vital in successfully delivering Islamic education learning material online. This can be seen in the function of learning media, which makes providing material easier. Teaching Islamic education for classes makes it easier for teachers to implement teaching and learning through digital classes on Google Classroom. In using Google Classroom in online learning, teachers provide learning material through images and videos and often also deliver material using PowerPoint (PPT). The teacher's effectiveness in choosing media is adjusted to the material to be delivered. Provides a significant impact on the delivery of the material taught. By using suitable media, students are more helped in receiving lessons. Nana Sudjana believes that the availability of facilities and infrastructure in teaching plays a vital role in helping create effective teaching and learning activities. With teaching aids, the material presented to students will be easier to accept and understand (Habibullah et al., 2022).

The learning environment also supports the ongoing learning process. Regardless of the method used by Gutu, students must be ready to learn by preparing everything they need.



The availability of infrastructure and the teacher's ability to use them also greatly influence the learning process. Apart from that, online learning also requires a strong signal, and SMA Negeri 1 Comal has facilitated all the needs teachers need in the online learning process. Results of interviews with Islamic education teachers:

"There are many, but the main supporting factors in implementing online learning via Google Classroom as a learning medium include the availability of time to use the media, student interest and response, the teacher's ability to create and use media, and teacher discipline. What is clear is that what is more important is the teacher. "If the teacher is creative in using and making materials, I'm sure everything will go as expected, and the students will be happy."

Interview Results with Salma Fitriani Novanda, class X MIPA 4 student:

"The thing that makes us interested in participating in this Google class is because, perhaps for our friends, it is something new for them. This sense of curiosity makes them active in the Google Classroom. Apart from that, it is also an interaction that can be carried out with both teachers and students, so when they have difficulties or discussions that are almost similar to chats on WhatsApp or Facebook, they can comment. So on there, maybe that's what's interesting about the interaction."

## **2. Inhibiting Factors**

### **a. Internet Network Constraints**

There are still obstacles to students' readiness to take lessons via Google Classroom. This can be seen when some students are late logging into Google Classroom, have problems with the internet network because they live in rural areas, and are only active in carrying out learning interactions with certain students. In this way, the teacher provides several strategies related to students' readiness constraints, namely by providing a summary of the material via WhatsApp, sharing learning video links, and other methods the teacher uses to give the material well. One tool that makes it possible to create online classrooms is Google Classroom. In addition, Google Classroom can be used to distribute assignments. Send in your assignments and evaluate the ones that have been gathered. This calls for the internet network to be stable so that learning cannot proceed as best in the event of an interruption to the internet connection.

### **b. Teachers' Lack of Professionalism in Learning Through Google Classroom**

Some students need help understanding Islamic education lesson material. This can be seen in many incidents where teachers only give students assignments without explaining the material first. Apart from that, students are also required to be able to do the tasks given optimally so that if students do not do the assignments, they will get bad grades. Even though teachers sometimes need to convey the material in detail to students. This is in line with Iskandar's opinion that A measure of the efficacy of Google Classroom instruction is the degree to which students make mistakes in their problem-solving. Motivating students to study the material uploaded to the class is another factor that becomes a benchmark for the efficacy of Google Classroom learning. Thus, if the teacher does not master learning using Google Classroom, it will become an obstacle to achieving learning objectives optimally.

The inhibiting factors are students who do not attend online classes in an orderly manner, are hampered by complex signals, and can use different online media. In response, a solution is needed so that online learning, which is currently being carried out, is no longer troublesome for students but becomes an easy and efficient means of learning (Khomisah et al., 2021). Results of interviews with Islamic education teachers:



“The first inhibiting factor is network availability, whether they don’t have a phone number or don’t have a data package or maybe in some areas, especially those in relatively deep areas in rural areas, for network availability, even though they have data, the network is weak, that’s also the problem.”

Results of interviews with the Ba’diah Minutes of class X MIPA 4 students:  
“Online learning is only because it gets grades. It was never taught in full. Students are only given assignments to get grades. Apart from that, quotas are also more wasteful, so expenses increase. “The disadvantage of learning Google Classroom is that there are still many obstacles, and sometimes, sending assignments is more difficult because they often fail to be sent.”

#### 4. CONCLUSION

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This research concludes that using the Google Classroom application to learn Islamic religious education for class X MIPA 4 at SMA Negeri 1 Comal is beneficial for online learning. This research using the Google Classroom application shows that teachers can monitor student learning activities, such as absences, material explanations, and assignment delivery. The planning prepares the teacher to carry out online learning activities; the teacher prepares the syllabus, online lesson plans, and assignments that will be given later. The media used by teachers usually use learning media in the form of learning videos, pictures, and PPTs. The implementation of Google Classroom is used in every teaching and learning activity, namely every Islamic Religious Education subject. The strategy used by the teacher is only to deliver material in points so that students stay energized. In online learning, using Google Classroom looks good because students can use Google Classroom as an online learning medium. The teacher conducts assessment evaluations as usual, namely cognitive, affective, and psychomotor assessments, which the teacher observes online. Cognitive assessment observed from student learning outcomes. Student attitudes can be evaluated in online learning, namely that students’ attitudes are good.

There are supporting and inhibiting factors in implementing Islamic religious education through Google Classroom. Supporting factors are the teacher’s readiness to deliver lessons, the teacher’s delivery of material well, and adequate infrastructure at SMA Negeri 1 Comal. The inhibiting factor is the problem of a weak internet network for students on the coast or in places far from internet network towers.

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