Effectiveness of Online Learning with Services in Improving PAI Learning Achievement

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Abstrak

The purpose of this research is to find out about the effectiveness of online learning with Google services in improving PAI learning achievement in SD Natar sub-district. And is expected to: 1) Produce information related to the implementation of online learning in PAI subjects in elementary schools in Natar sub-district, 2) Provide knowledge of effective electronic digital utilization in online learning in PAI subjects in elementary schools in Natar sub-district properly, 3) Foster awareness of the importance of electronic media in the implementation of online learning, which is expected to encourage PAI teachers to implement electronic media properly. This research method using this is descriptive quantitative. And the population is all elementary schools in Natar sub-district with a research sample of 20 students. The data that has been collected is then analyzed using descriptive statistics. The conclusion of this study is that the effectiveness of online learning with google services in PAI subjects in Natar sub-district elementary schools can improve student learning achievement, 75% of learning outcomes are complete and reach KKM.

Keywords: *Online Learning, Google Services, PAI Learning Achievement*

Introduction

Indonesia has now passed the Covid-19 pandemic. COVID-19 is an infectious disease caused by acute respiratory syndrome coronavirus 2 (SARSCoV -2). However, there are still many good and bad impacts for all living things and the universe. So online learning since then

until now is still ongoing or also called online learning.

Learning in this network occupies an integral part in the current learning process, because it is considered to have benefits in the learning process, so that current learning can be carried out in two events, which combine the concept of online or online learning with face-to-face learning or PTM. In realizing this, of course, it is necessary to adjust the learning methods and strategies carried out by the teacher as the center of learning and students as the learning itself which requires advances in information technology in the online learning process (in the network), so that this online learning is carried out at all levels of education and all subjects. In this study, researchers specialized in PAI (Islamic Religious Education) subjects, because PAI teachers need learning assistance outside of school related to comprehensive sub-materials.

Observing this phenomenon, teachers must be ready to use technology in accordance with the times. Teachers must be able to create learning models and strategies that suit the character of the students in their school. Teachers must be accustomed to teaching by utilizing complex online media that must be packaged effectively, easily accessible, and understood by students. this is also an obstacle that there are still many teachers who have not been able to use electronic digital to the fullest while using digital leketronik that plays a role in the use of several applications in online learning so that learners are carried out as effectively as expected.

One indicator of learning effectiveness is the achievement of a learning objective. If the learning objectives are maximally achieved, it can be said that learning achieves its effectiveness and specifically Djamarah in

[1] suggests that learning effectiveness can be seen with four indicators: 1) Having a goal. The purpose of a lesson is student learning outcomes, 2) The teacher's ability to manage learning, 3) The learning process is characterized by student activity, 4) Student responses contribute to the success of students in learning [2] [3].

Thus teachers are required to be able to design and design online learning that is light and effective by utilizing the right online tools or media and in accordance with the material being taught [4] [5] [6] one of which is by using Google services, either with Google forms, or Google Meet or also Google Class Room. This service is a free online service for schools, non-profit institutions, which makes it easy for students and teachers to stay connected both inside and outside the classroom, besides that it is also a blended learning platform developed by Google for schools, aiming to simplify the creation, distribution, and assignment of assignments in a paperless manner [7], utilizing Google services for online learning.

It can also improve PAI learning achievement. This learning achievement is the result of an activity that has been done, created, both individually and in groups [8]. Achievement will never be produced as long as someone does not do an activity. It is only with tenacity and optimism that can help to achieve it, namely by working tenacity. Learning achievement results can be measured and evaluated directly with tests. And this learning achievement is measured in three domains of assessment, namely cognitive, affective and psychomotor. to determine the quality of the subject matter given to where students understand the material that has been given, as for in detail Bloom explains the three domains as follows [9] [8] [10].

Based on the above phenomenon, the researcher intends to examine the

effectiveness of online learning with Google services in improving the achievement of PAI subjects in elementary schools in Natar District.

RESEARCH METHOD

This research includes descriptive quantitative research using a survey method conducted online to determine the description of the effectiveness of online learning using Google services in PAI subjects. Survey is used to collect information from a number of people about a particular topic or issue [11].

The population in this study were 20 students who became respondents by conducting research online. Measuring the variable use of students' PAI learning achievement used observation and documentation guidelines and interviews. As for measuring the variable of online learning effectiveness with Google services, a research questionnaire was used. The number of questionnaire items is 12 questionnaire items, with the provision of moving scores from 1-4 (a = 4, b = 3, c = 2 and d = 1). Then the highest score is 48 and the lowest score is 12.

Data was obtained through questionnaire techniques (questionnaires) and document observations, interviews, and documentation. The questionnaire is carried out by making questions distributed to all respondents in the form of google forms and sheets which aim to find complete information. Meanwhile, interviews are addressed to teachers as supporting data for questionnaire techniques in data collection, if the questionnaire technique is not in-depth so that the interview technique will obtain more in-depth information from the informant. Interviews were conducted both online and offline. Furthermore, the data collected was analyzed to be described.

The technique of taking respondents was carried out using the Simple Random Sampling technique. Simple Random Sampling technique is a technique of taking sample members from a population that is carried out randomly without regard to the strata in that population [12]. This sampling is used because this research involves many elements in the population so it is not possible for researchers to collect and test every element of the population because it takes a lot of time, cost and energy.

The data analysis technique in this study uses descriptive statistical analysis techniques. After the data from all respondents were collected, the researchers grouped, sorted, categorized and calculated to answer the problem formulation. The existence of grouping activities, making an order, and summarizing data is so that the data is easy to read.

On the question items using two test tools, namely:

1. The validity test in this study uses item analysis where to test the validity of each item, the scores on the item in question are correlated with the total score.
2. While the reliability test used in this study is a single test reliability (Internal Consistency Reliability) using the Spearman-Brown formula. Testing is done through Microsoft Excel. [12] [13].

RESULT AND DISCUSSION
Data on the Effectiveness of Online Learning Implementation Using Google Services in PAI Subjects

Based on the questionnaire data that we have distributed related to the effectiveness of online learning implementation using Google Services in PAI subjects at SDN 4 Rejosari, the distribution of answers is as follows:

QUESTION	Observation Value				Total	Percentage %
	SS	S	TS	STS		
1. Implementation of online learning	13	7	0	0	20	91,25
2. Learning objectives are explained by the teacher	16	4	0	0	20	91,25
3. The teacher gives questions in online learning	18	2	0	0	20	91,25
4. Ease of online learning using google services	7	5	6	2	20	91,25
5. Ease of learning through google services for students' understanding in PAI subjects	10	6	3	1	20	91,25
6. Ease of online learning management using google services	7	7	4	2	20	91,25
7. Ease of developing subject matter in online learning using google services	6	8	5	1	20	91,25
8. Responding to all materials provided by the teacher during online learning	16	4	0	0	20	91,25
9. Working enthusiastically and happily with the instructions given by the teacher through google services	17	3	0	0	20	91,25
10. Students do the tasks given by the teacher in online learning	18	2	0	0	20	91,25
11. Students do the assignments given by the teacher in online learning using google services	18	2	0	0	20	91,25
12. Students submit assignments/evaluations on time	18	2	0	0	20	91,25

The results of the questionnaire stated that 91.25% of the implementation of online learning. respondents also responded 95% of teachers explained the learning objectives before learning began, and 95% of respondents responded that teachers always provide questions in measuring student learning outcomes, making it easier for students in online learning with the results of 71.25% respondents agreed, and making it easier for students to understand PAI material with the results of 81.25% respondents agreed. this shows that teachers have learning objectives using google services that will be poured in the form of student learning outcomes.

Respondents agreed that the teacher had managed learning well, as evidenced by the respondent's statement that students find it easy in online learning using Google services, because it can help students in developing PAI subject matter independently, considering that online learning is carried out in their respective homes, students are required to be able to develop the material provided by the teacher independently, based on the results of the questionnaire at this point there were 73.75% agreed statements. This shows the teacher's ability to manage PAI learning in online learning using Google Services.

The data above also states that respondents are more active in responding to the material provided during the online learning process, it is evident that 95% of respondents strongly agree with this. In addition, students also feel happy and enthusiastic in responding to each teacher's instructions in providing questions or assignments or material in online learning, as seen from 96.25% of the respondents' results strongly agreed.

Students also always respond by listening and paying attention to the online learning process, namely students working on assignments given by teachers in online learning whether using google services or not with the results of 97.5% of respondents strongly agreeing. And always collect assignments well seen from the results of respondents who stated 97.5% of respondents strongly agreed to collect

assignments on time. This shows that the response of students contributes to the success of students in learning.

Interviews with Islamic religious education teachers also support the results of the questionnaire, teachers also carry out learning by planning goals that are realized in the form of student learning outcomes by using google services, teachers are also required to be able to teachers in managing learning marked by the activities of students and student responses that contribute to the success of students in learning.

Data on Student Learning Outcomes in Online Learning Using Google Services in PAI subjects

Based on the data obtained in the form of student learning outcomes measured in detail in three domains, namely cognitive, affective and psychomotor, 75% of students get scores above KKM This assessment is carried out to fulfill formative and summative functions in the form of daily assessments, which are obtained from the results of the student learning process which can be through the activities or behavior of these students in competency-based daily life with Basic Competencies (KD) as the minimum competencies that must be achieved by students. To determine the achievement of KD, the teacher formulates a number of indicators as a reference for assessment and the school also determines the minimum learning completeness or minimum completeness criteria (KKM) to decide whether a student is complete or not.

The data above states that in the cognitive domain the teacher assesses through the ability of students to recognize and remember the material that has been given by the teacher in the form of answering all the questions the teacher gives through the evaluation given by the teacher through the google service application on the google form feature.

Whereas in the affective domain the teacher assesses based on Receiving (Attending), Responsive (Responsive), Characterization (Characterization), which is concretely seen

from the participation of students in paying attention, responding, stimulating when the teacher explains the material and students are also able to show attention to the teacher by always responding to what the teacher says through WA communication.

While in the psychomotor realm the teacher assesses based on Imitation, Readiness, Guided Response, Stimulation or sensor which becomes a motor movement for students in observing learning. which concretely students can interpret a movement then begin to respond to what is observed in the form of imitating movements, as well as having the readiness to move including mental, physical, and emotional in everyday life through teacher communication with parents in students' daily lives. The results of interviews with Islamic education teachers also support this statement.

DISCUSSION

Analysis of the Effectiveness of Online Learning Implementation Using Google Services in Improving Student Learning Achievement in PAI Subjects

Effectiveness is closely related to the effectiveness of program implementation that has been realized with several indicators of achievement, namely through four domains of view which include : 1) Learner Learning Outcomes or Abilities, 2) Teacher Manages Learning, 3) Learner Activity, 4) Learner Response. [2] [11].

Supporting this statement, this effectiveness has fulfilled the basic criteria in the effectiveness of programs in an institution, namely: 1) the fulfillment of planned inputs which will affect the results. 2) Process Effectiveness is realized by showing a quality production process because it can affect the quality of the results that will be achieved as a whole. The production process describes how the process of developing something that can affect the results. 3)Results in the form of quantity that can be seen from the comparison between input (Input) and output, effort and results, the percentage of achievement

of work programs and so on. 4)Educational productivity by utilizing resources efficiently which is output or result oriented. [12] [14]

The effectiveness of online learning in PAI subjects at SD Natar sub-district describes the entire cycle of inputs, processes, and outputs that refer to learner outcomes running optimally and desired by policy makers [14] [3], namely by using the google service application which is an application issued by google, because google can help facilitate teachers and students in carrying out teaching and learning activities more deeply. Such as collecting assignments, distributing assignments, and discussing lessons anywhere without being bound by time limits or class hours. This makes the learning process more interesting and more efficient in terms of time management, and there is no reason for students to forget about the assignments given by the teacher.

Google is also a product part of google services in which there are many google for education services that have many functions and benefits with many existing facilities, so that educators can utilize Google Mail, Google Drive, Google Calendar, Google Docs, Google Sheets, Google Slides, and Google Sites in the learning process [3] [7] [15] [6] [16]. Google that is chosen for learning is designed to be used by teachers, students, guardians and administrators. For teachers, it can be used to create and manage classes, assignments, grades and provide real-time feedback. Students can monitor class materials and assignments, share materials and interact in class streams or via email, send assignments and get real-time feedback and grades. For guardians, it can be used to get email summaries related to student assignments. Administrators can create, view or delete classes on their domain, add or remove students and teachers from classes and view assignments.

The explanation above proves that learning that is suitable and must be implemented is with an online learning model. Koran states

E-learning as any teaching and learning that uses electronic circuits (LAN, WAN, or internet) to deliver learning content, interaction, or guidance, [5] [17] thus allowing the delivery of teaching materials to students properly. When implementing online learning, of course, it requires the right learning media to support the success of the learning process. In addition, teacher interaction with students, and learning evaluation also support the online learning process. This online learning has shortened learning time and made study costs more economical. As well as facilitating the interaction between learners with materials or subject matter, learners with teachers and fellow learners. So that the effectiveness of learning from needs to be reviewed and discussed in order to achieve successful learning objectives.

Natar sub-district elementary schools explained that they conducted online learning using Google service applications, and it was very helpful and easy for teachers and students in carrying out teaching and learning activities in PAI subjects. This is because in google services there are many features that can be used to support and facilitate PAI learning, such as being able to support the realization of KI (Core Competencies), KD (Basic Competencies), CBT (Computer Based Test), Teacher Journal, Teaching Materials, and others so that it greatly supports the completeness of teacher administration. In addition, students are quite enthusiastic in learning when using google services e-learning.

This is in line with government policy in the circular letter of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 concerning the Implementation of Education Policy in the Emergency Period of the Spread of Coronavirus Disease (Covid-19) point 2, namely the learning process from home is carried out with the following conditions [12] [18]:

1. Learning from home through online/distance learning is implemented to provide meaningful learning experiences for students, without being burdened by the demands of completing all curriculum achievements for grade promotion or graduation;
2. Learning from home can be focused on life skills education, including the Covid-19 pandemic;
3. Activities and tasks for learning from home can vary between students, according to their interests and conditions, including considering gaps in access / learning facilities at home;
4. Evidence or products of home learning activities are given qualitative and useful feedback from teachers, without being required to give quantitative scores/grades.

This learning continues even though the covid phenomenon has passed. The results of the analysis of respondents' statements in interviews related to the implementation of online PAI learning through google services are very memorable, because they have provided meaningful learning experiences for students and are more challenging than conventional learning models (face-to-face) so that the ability to absorb learning materials is higher than learning in the classroom, even though the internet network is not good and the mobile devices used by some students belong to parents so that students are together with parental guidance in participating in KBM (Teaching and Learning Activities) and doing assignments. Students also get material not only from the teacher, but can also search in a fairly complete google feature such as google crome. So that this gap in access / online learning facilities is a challenge for teachers who are conditioned so that this online learning is still well implemented and maximized.

The Didaktik Metodik Curriculum Team from the Surabaya Institute of Teacher Training and Education (IKIP Surabaya) or now it has changed to UNESA also states that the efficiency and effectiveness of teaching in the process of good learning interaction is all the teacher's efforts in helping students to learn well [3]. Based on the analysis conducted, this research has fulfilled the indicators of effective learning which has the following characteristics: 1) Have a goal. a learning in the form of student learning outcomes using google services, 2) Teacher's ability to manage learning, 3) The learning process is characterized by the activity of students, 4) The response of students contributes to the success of students in learning [8] [19] [2] [3]. The four indicators have been met in this study and the results and discussion of this study are very relevant to the conclusions of [12] [16] [1] in their research which states that using online media or e-learning when conducting online learning is very effective but there are several things that must be improved by educators to maximize learning. For example, in providing materials and giving assignments, educators must consider more things that can happen.

Concretely, the effectiveness of this online learning program can be seen in student learning outcomes which are achievements, because achievement is the result of an activity that has been done, created, either individually or in groups [20].

As Allah's Word in surah az-Zumar verse 9

Meaning: "Say: "Are those who know equal with those who do not know?" Verily, it is the intellect that is capable of learning. "2 (QS. AzZumar: 9).

The verse explains that it is important for someone to learn, because by learning we can explore knowledge and develop it. So that

learning achievement is the result of knowledge or lessons that are implicated in the form of impressions that result in changes in the individual as a result of activities in learning. These learning outcomes are measured in detail in three domains [9], namely:

1. Cognitive, which refers to the ability to recognize and remember material - material that has been learned ranging from simple things to remembering theories. material that has been learned starting from simple things to remembering theories that require depth of thinking.

requires depth of thinking. Also the ability to remember concepts, processes, methods,
and structure

2. Affective, namely in the aspects of Acceptance (Receiving/Attending), Responsive(Responsive),Characterization (Characterization), concretely learners are expected to be able to pay attention and respond to stimulation.concretely, students are expected to be able to pay attention and respond to the right stimulation, as well as the ability to show attention or appreciation for the teacher, students are also stimulation, as well as the ability to show attention or appreciation for the teacher, students also become involved and interested in the material.
in the material. This aspect is also the ability to actively participate in learning and always have the motivation to react and take action. always have the motivation to react and take action, as well as the appearance of the appearance of character with personal, social, and emotional regularity.

3. Psychomotor, namely in the aspects of Imitation, Readiness, Guided Response, concretely students can interpret stimuli or sensors into a motor movement, students can also observe a movement then begin to respond to what is observed in the form of imitating movements, and

4. have readiness to move including mental, physical, and emotional. Students can also perform something according to the instructions given, and not only imitate but also perform selected movements that are mastered through the training process and determine their response to certain situations, the process of trial movements achieved through continuous practice.

The analysis of data on student learning outcomes in online learning in PAI subjects using google services states that online learning using google services in PAI subjects at SD Natar sub-district has been effective in improving student learning achievement that 75% of students can improve their learning achievement. which can be shown through the activities or behavior of these students in everyday life, and have also achieved the KD that the teacher has formulated [16].

CONCLUSION

In this research, it can be concluded that the effectiveness of online learning with Google services in PAI subjects in Natar sub-district elementary schools can improve student learning achievement, stated through the results of descriptive quantitative data processing that the participants have reached 75% of the learning outcomes completed and reached KKM.

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