Teacher Problems in Implementing Google Classroom

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Abstract

Google Classroom is used to manage the learning system at the school to college level. With Google Classroom, teachers can effectively and efficiently manage classrooms. This research was conducted to describe the teachers' problems in implementing learning using Google Classroom on the Al-Qur'an Hadith subject at MTs Negeri 2 Bandar Lampung. This research is field research with a qualitative approach. To obtain the necessary data, the researchers conducted interviews and documentation. The data analysis techniques used were data reduction, data presentation, and conclusion drawing. The results showed the teachers' problems in implementing learning using Google Classroom on Al-Qur'an Hadith subject at MTs Negeri 2 Bandar Lampung. Islamic Religious Education teachers explained the problems experienced using this Google Classroom, such as attendance, active learning and motivation learning. The efforts made by Islamic Religious Education teachers are reducing the KKM (Criteria of Minimum Mastery) and performing collaboration between Islamic Religious Education teachers, BK (counselling) teachers, and homeroom teachers. So it can be concluded that in using Google Classroom, teachers must properly design from the planning, implementation and evaluation stages of learning so that learning becomes effective.

Keywords: Problems, Teachers, Google Classroom

Abstrak

Google Classroom digunakan sebagai alat untuk mengatur sistem pembelajaran ditingkat sekolah sampai perguruan tinggi. Dengan *Google Classroom* guru dapat dengan efektif dan efisien dalam pengelolaan kelas. Penelitian ini dilakukan untuk mendeskripsikan problematika guru dalam melaksanakan pembelajaran menggunakan *Google Classroom* pada mata pelajaran Al-Qur'an Hadits di MTs Negeri 2 Bandar Lampung. Jenis penelitian ini adalah penelitian lapangan dengan pendekatan kualitatif. Untuk dapat memperoleh data-data yang diperlukan, penulis menggunakan metode wawancara dan dokumentasi. Teknis analisis data yang digunakan adalah reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa problematika guru dalam melaksanakan pembelajaran menggunakan *Google Classroom* pada mata pelajaran Al-Qur'an Hadits di MTs Negeri 2 Bandar Lampung adalah: Kehadiran, Keaktifan Belajar, dan Motivasi Belajar Siswa. Adapun upaya yang dilakukan guru Pendidikan Agama Islam adalah menurunkan KKM dan kolaborasi antara guru Pendidikan Agama Islam, guru BK, dan Wali Kelas. Dapat disimpulkan bahwa dalam penggunaan *Google Classroom* guru harus mendesain dengan baik mulai tahap perencanaan, pelaksanaan dan evaluasi pembelajaran sehingga pembelajaran menjadi efektif.

Kata Kunci: Problematika, Guru, *Google Classroom*

INTRODUCTION

Education and technology cannot be separated since everything must work together. Education is a deliberate effort held either directly or indirectly to assist youngsters in their development to maturity (Bratanata & et al, 2001). Education is fundamentally an activity carried out consciously and intentionally by adults so that interactions between the two lead to the appropriate continuous maturity (Abu Ahmadi & Nur Uhbiyati, 2015).

Article 3 of the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System states, "National education functions to develop capabilities and form a dignified character and civilization in the context of educating the nation's life and aiming to develop the potential of students to become knowledgeable human beings, capable, creative, independent, democratic, and responsible" (Undang-Undang Sisdiknas, 2003).

Understanding Islamic education may be traced back to the beginnings of Islam itself. It is not viewed as an established and systematic education system but rather as an incidental response to numerous difficulties (HM, 2000). the study of Islamic education is concerned not only with the normative aspects of Islamic teachings but also with their implementation in a wide range of materials, institutions, culture, values, and their impact on people's empowerment. As a result, knowing the material, institutions, culture, and education system are a holistic rather than a partial unit in producing faithful Muslim and sincere human resources. As a result, it is inevitable for experts or practitioners to define Islamic education as inextricably linked to the students' formation as objects and subjects (Minarti, 2013).

Advances in information technology significantly impact the world of education, particularly in the teaching and learning processes. As a result, the role of instructors in more successfully utilizing information technology is critical to provide a better overview to the younger generation regarding the use of technology more accurately and helpfully (Husain, 2014). Students and instructors benefit from initiatives to improve the quality of the learning process.

Without fully eliminating the initial model of learning that takes place face-to-face in the classroom, information technology in learning functions as a liaison in the execution of knowledge transfer (Shafrin & Muslimah, 2021). In this situation, information technology is a tool or media in classroom learning.

The function of the teacher is critical in the world of education. Professional competence is one of the teacher competencies. According to Government Regulation No. 74 of 2008 (PP, 2008), Concerning teachers, professional competence requires:

> The professional competence referred to in paragraph (2) is the teacher's ability to master knowledge in the disciplines of science, technology, and/or arts and culture, which must include mastery of at least the following:
> 1. The subject matter is broad and in-depth, following the subject education unit program content requirements and/or the group of subjects to be taught.
> 2. Concepts and procedures from relevant scientific, technological, or creative fields conceptually overshadow or complement the educational unit program, subject matter, and/or group of subjects to be taught (Mustofa, 2018).

Mastering technology is part of teachers' professional competency; teachers must grasp computer programs to utilize available technology and facilitate instruction. Teachers, for example, use computers to play games (games), which are, of course, games related to lessons. This is done to keep students from growing bored and ensure that the teacher's expectations are met to the best of their abilities (Husain, 2014).

When a teacher is away from class, there is an issue. This will halt the learning process and cause students to lose valuable momentum, preventing them from gaining the necessary knowledge. On the other hand, students who do not attend school squander time and other resources.

A teacher can decide to handle a problem like the one above using online learning or distance learning, which is learning that is done digitally between teachers and students rather than face-to-face in class, but learning that is done in the classroom (Khairul, 2019).

The utilization of various attractive media in distant interactive learning helps generate and trigger students' excitement for learning. Visual media such as photos, video, sound, animation, and the internet are utilized. The internet allows for the simplicity of acquiring varied information from many sources.

Google Classroom is a web-based e-learning system offered by Google. Teachers can use this service to exchange and collect assignments without using paper. This feature is only available to people who already have a Google account. The first step is for the teacher to create a Google account. Afterwards, the teacher can either distribute the class code to students so they can enter the online class on their own or register it. Teachers can upload files or documents for each meeting based on their teaching schedule. Teachers can build discussion forums where registered users can comment on one another. Another benefit is that the teacher can post numerous tasks that students can do within a deadline set by the teacher (Siti Qomariah, 2019).

However, the field of education is currently being affected by the coronavirus outbreak, often known as Covid-19. In dealing with the Coronavirus, the government made several measures, one of which was to shift the learning process from school to home. Teachers are encouraged to think creatively and innovatively and collaborate with students during the learning process.

One school that used e-learning as a learning medium during pandemic conditions is MTs Negeri 2 Bandar Lampung. The Google Classroom application is used for e-learning media in classroom learning activities. The teacher assigns assignments to students during the learning process, and the students submit the results to the application. Students are also offered topic matters via the Google Classroom program.

METHOD

This study uses qualitative research to analyze social activities by describing the social world from the perspective or explanation of someone (the informant) in the actual situation. In other words, qualitative research seeks to interpret in what

way individual views, concludes, or describes his social environment (Sudaryono, 2018). Qualitative research does not produce data in the form of numbers but rather from personal documents, field notes, interviews and other official documents (Romdoni, 2019). This research uses a descriptive approach to describe the solutions to existing problems based on data that presents data, analysis, and interpretation (Narbuko & Achmadi, 2016).

The first data collection technique used by the researcher was interviewing. This technique is used for data collection if the researcher wants to conduct a preliminary study to find problems that must be investigated and if the researcher wants to know in-depth information from a small number of respondents (Sugiyono, 2017).

In this research, interviews obtained and produced information about the teachers' problems in learning using Google Classroom on the subjects of Al-Qur'an Hadith. The researchers must have an open attitude towards themselves and the studied object. The subjects interviewed in this study were one Al-Qur'an Hadith teacher at MTs Negeri 2 Bandar Lampung and five teachers at MTs Negeri 2 Bandar Lampung.

The researchers used the observation technique as a data collection technique with specific characteristics compared to other techniques, namely interviews and questionnaires. If interviews and questionnaires communicate with people, then observation is not limited to people but also other natural objects (Sugiyono, 2011).

This method is used to directly examine the teachers' problems in implementing Google Classroom on Al-Qur'an Hadith subject at MTs N 2 Bandar Lampung. At this stage, the researchers observed teachers' problems using Google Classroom on Al-Qur'an Hadith subjects. The learning was adjusted to the current Covid-19 pandemic. The learning observations are carried out online.

Finally, the researcher used the documentation technique to obtain data on geographical location, a brief history of the school, vision and mission,

organizational structure, student data, classroom learning facilities, syllabus, lesson plans for Al-Qur'an Hadith subjects, and other data related to this research.

RESEARCH RESULTS AND DISCUSSION

In this section, the researcher discussed and analyzed the teachers' problems using Google Classroom on the Al-Qur'an Hadith subject at MTsN 2 Bandar Lampung. The discussion and data analysis are presented according to the researcher's view of the research object, following the appropriate facts in the field.

Two issues arise when learning with Google Classroom. First, there are internal factors, which are issues with the Google Classroom application itself. All applications have advantages and disadvantages, and Google Classroom is no exception. The researchers found one disadvantage when the teacher sent video materials, a lot of Internet quota was used by the students to watch the video. The video quality (240p, 360p, 720p, and 1080p) cannot be selected. Besides, the devices must be compatible. Typically, problems arise when opening the learning video on devices with insufficient Internet signal and RAM capacity. Signals and RAM play a significant role in playing learning videos from teachers.

The second problem was the external factor, specifically from the teacher during the learning via Google Classroom. There are many foreign elements for teachers in Google Classroom. They still did not comprehend and master how to use it during online learning.   Aside from teachers not mastering and comprehending the functionalities of Google Classroom, there are other roadblocks during the learning process, namely:

1. Students' Attendance

Attendance is very crucial in learning. Attendance is usually more significant than other virtues in learning. Almost all teachers at MTsN 2 Bandar Lampung complained about the presence of students during online learning via Google Classroom, particularly in the Al-Qur'an Hadith subject.

Since online attendance is challenging, let alone utilizing Google Classroom, many students did not present during the attendance check. Others

were late, and some were not present at all. The students claimed they did not have enough Internet quota and sufficient devices.

2. Activities for Student Learning

Active learning differs greatly from direct classroom instruction and online instruction. The teacher couldn't determine whether or not a student already understood when the teacher conveyed online learning material, particularly when using Google Classroom. Teachers in Google Classroom merely deliver information without discussing the contents with students. The teacher merely asked the students to read and understand what they have read. Therefore, the teacher had no idea whether or not the material presented to students had been understood.

3. The student's Learning Motivation

Learning motivation differs greatly between face-to-face and distance learning. Students are very excited to join the classroom when learning is done face-to-face since they can meet directly with their teachers and peers. Unlike distance learning, the students were slightly less motivated in an online class because they could not see the teacher when delivering the material.

Based on the explanation above, three issues arose during learning via Google Classroom at MTsN 2 Bandar Lampung, particularly in the Al-Qur'an Hadith subject. The issues were students' attendance, learning activity, and motivation. The teacher could not differentiate which students were active or inactive. This condition was significantly different from face-to-face learning.

CONCLUSIONS AND SUGGESTIONS

Based on the research results, the researchers found the internal problem during learning via Google Classroom. One of the drawbacks is that when the teacher sends video material, the students spend a lot of Internet quota to watch the video because the video quality cannot be selected. The second problem is an

external factor that comes from the teacher during the learning via Google Classroom.

Following the completion and discussion of the study's findings, the researcher offered some suggestions. Schools, as formal education institutions, must place a greater emphasis on character development, particularly in responsibility, as well as the necessity for facilities, both buildings and infrastructure, to support online learning activities. The researchers advise all teachers at MTsN 2 Bandar Lampung to deliver material and a more thorough explanation. Furthermore, teachers must always set a positive example for their students, even if it is just done online. Parents need to take a role in defining the character of responsibility, particularly during at-home online learning.

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