

Online Learning: The Widespread Use of Google Forms as a Learning Media for Students in the Midst of the Covid-19 Pandemic

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ABSTRACT

The purpose of this study was to determine the use of google form media and its effect on the effectiveness of online fiqh learning at MTs Al-Hidayah during the Covid-19 pandemic. The research uses a quantitative approach with a correlational design. Data collection techniques by distributing questionnaires (questionnaires) Variable X and Y to class VIII MTs Al-Hidayah as many as 68 samples. Based on the results of data analysis, it was concluded that first, the use of google form media was considered good with an average score of 80.66%. Second, the effectiveness of online learning is considered good with an average score of 80.27. Third, there is a significant effect between the use of google form media and the effectiveness of online learning with a correlation value of 0.823 which can be categorized as a very strong correlation. The determination value of 0.673 means that the influence of the X variable with the Y variable is 67.3% and the remaining 32.7% is influenced by other factors besides the use of google form media. With the regression equation $Y = 14.056 + 0.771X$, it means that if there is an increase in the X variable, it will also affect the Y variable.

INTRODUCTION

The National Education System (UU Sisdiknas No. 20, 2003) states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life. Education is a form of embodiment of human culture that is dynamic and full of development (Hersey, Blanchard, & Johnson, 2013). Therefore, change or development is something that should happen in line with changes in the culture of life. Changes in the sense of improving education at all levels need to be continuously carried out in anticipation of future interests (Trianto, 2010).

The world of education is now faced with a new problem, namely the presence of the *Corona Virus Disease* (Covid-19) outbreak which was first detected in China, precisely in Wuhan City, China at the end of 2019, suddenly became a terrible terror for the world community, especially after taking the lives of hundreds of people (Sutini et al., 2020). in a relatively short time. Nearly 200 countries in the world have been infected with the *Corona* virus, including Indonesia.

Various efforts have been deployed that drain the nation's energy in the context of prevention, treatment and others have been carried out in order to break the chain of the spread of Covid-19, from the making of policy regulations by the government starting from the Large-Scale Social Application, the Implementation of Restrictions on Community Activities, use of masks, get used to washing hands with soap and running water/Handsanitizer, maintain body immunity, Physical Distancing, avoid crowds of many people in one place (Social Distancing), self-isolation to lockdown in several areas including cities - Big cities in our country have been carried out to break the chain of spreading the Corona Virus Disease (Angraeni, Ayit Irpani, & Imam Tabroni, 2022).

The Covid-19 pandemic has resulted in changes in various fields such as social, economic, religious, tourism including education. All levels of education that were initially carried out at school were transferred to online learning from home. This is in accordance with the policy of the Ministry of Education and Culture of the Republic of Indonesia to deal with this situation has issued circular letter number 4 of 2020 which regulates the implementation of education in the emergency period of the spread of Covid-19. The circular was launched on the official website of the Ministry of Education and Culture, one of which contained that learning activities were carried out online/distance or better known as learning from home (Astini, 2020)

UNESCO (United Nations Educational, Scientific and Cultural Organization) suggests conducting distance learning using educational platforms by schools and teachers to reach students remotely without limiting disruption in education by 2 March 2021 (Perangin Angin, 2021). In line with the development of ICT (Information, communication and technology) learning can be done online, such as web-based schools (E-Learning madrasas) or others. Learning can be done without direct face to face between teachers and students (Malia & Imam Tabroni, 2021). Teachers can carry out learning together by utilizing information technology. Teachers and

students can use technology as a tool for interaction in learning such as video conferencing applications, google classroom, live chat, whatsapp group (Rijalullah, Imam Tabroni, Dede Ahmad Fathoni, & Ananta Putri Anggraini, 2022). Learning activities are still guided by online teachers, starting from giving student assignments and collecting student assignments so that learning remains effective (Novi Rasanti, Imam Tabroni, Suprianto, & Dian Wahyuni, 2023).

During online learning, Madrasah Tsanawiyah Al-Hidayah only uses the Whatsapp application as a learning medium that functions as a forum to support the continuity of teaching and learning activities. The WhatsApp application is used by teachers in providing materials or teaching materials that are sent directly via WhatsApp and can be directly obtained by students, so that students can learn and read the material presented. However, in practice, there are still some students who do not follow the learning process and do not understand what the teacher says regarding the teaching materials delivered. This shows that the media used by the teacher tends to be monotonous because students are only assigned to study the material without any explanation that can be understood by students. In addition, through the WhatsApp application media, the teacher gives assignments to students and there are some students who do not collect the assignments. To overcome this, we need a media or application so that the teaching and learning process is more effective and can increase students' interest in learning every day to complete tasks in online learning today.

Based on the background of the problems described above, the identification of the problems that the researchers formulated include: Media used by teachers in online learning tends to be monotonous, lack of student motivation in online learning, material delivered by teachers in online learning is not understood by students, at the time of collecting assignments, many students do not do and collect assignments given by the teacher, the assignments that are collected by students are not entirely done. The problem in this research is a problem limitation so that the research is more focused than the expected discussion. So the limitation of the problem in this study is, how is the influence of the use of *Google Form* Media on the Effectiveness of Online Learning in Class VIII Jurisprudence Subjects at MTs Al-Hidayah Jatiluhur - Purwakarta.

LITERATURE REVIEW

The National Education System (UU Sisdiknas No. 20, 2003) states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life. Education is a form of embodiment of human culture that is dynamic and full of development (Hersey, Blanchard, & Johnson, 2013). Therefore, change or development is something that should happen in line with changes in the culture of life. Changes in the sense of improving education at all levels need to be continuously carried out in anticipation of future interests (Trianto, 2010).

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Effectiveness of Online Learning

According to the Big Indonesian Dictionary the definition of effectiveness is something that has an effect or effect caused, is effective, brings results and is the success of an effort or action (Isaias, Issa, & Kommers, 2022). Effectiveness is a measure that says that a desired goal or target is achieved (Heafner, 2014). Furthermore, the effectiveness of learning is a measure of the success of a process of interaction between students and between students and teachers who are educative to achieve the goals of learning (Moore & Kearsley, 2011). Zen and Syafril (2019) also said that according to him, education is said to be effective when the results achieved are in accordance with pre-made plans.

It can be concluded that the effectiveness of learning is learning that cannot be separated from quality activities in terms of planning, implementation and evaluation carried out by educators and will be a benchmark for teacher success in the classroom (Durak & Cankaya, 2022). carried out by the teacher and will be a measure of the success of the teacher in the classroom. If it is associated with learning outcomes, learning can be said to be effective if there are positive changes in students and include increased learning outcomes or in accordance with the specified KKM provisions.

According to Meidawati, et al (Albert, 2020) online learning is a formal education organized by schools in which students and teachers are located in different locations, thus requiring an interactive communication system to connect the two and the various resources needed in it. This learning can be done anywhere and anytime depending on the availability of supporting tools used.

Meanwhile, according to Ibrahim, online learning is a learning activity that is not bound by time, place, and the rhythm of the teacher's or teacher's presence, and can use electronic media and telecommunications facilities. Furthermore, according to Santoso, Adrian & Putra, online learning or are commonly known as online learning is a learning mechanism that utilize ICTs, in this case via the Internet. One of the advantages of using this technology is our flexibility in carrying out daily activities. If seen from some of the definitions above, it can be said that online learning is learning that can be done anywhere and anytime by only utilizing internet access, but this also means that this learning really requires internet channels and computers or Android.

According to Tabroni (Tabroni, 2019) existence of online learning is very helpful for teachers and students in the learning process where the teacher only needs to prepare teaching materials and distribute them to students through applications that have been agreed upon by the teacher and students in advance.

METHODOLOGY

The method that the author takes in this research is the survey method. This study uses a quantitative approach. The data generated from this research are mostly in the form of numbers. Statistics is a way to analyze data. This research belongs to the type of correlational research. Correlational research investigates the relationship/influence between various variables. Correlational research, in short, questions whether there is a relationship/influence between two variables. Correlational research is used to describe the relationship/influence between two or more naturally occurring variables. In this study, the authors look for whether there is an influence between the X variable that the writer examines, namely the use of google form media on the Y variable, namely, the effectiveness of online learning. This research was carried out at the Madrasah Tsanawiyah Al-Hidayah Formal Education Institution which has been accredited with accreditation number 782/BAN.S/M/SK/2019 which is located at Jln. Lapangan Olahraga, Kp. Cisalak RT 015/RW 004, Cisalada Village, Jatiluhur District, Purwakarta Regency. While the research time is for 3 months, namely from July to September 2021.

Population is a generalization area consisting of objects that have certain qualities and characteristics, which are determined by researchers to be studied and then conclusions are drawn. Population is not only people, but also objects and other natural objects. The population is also not just the number that is in the object being studied, but includes all the characteristics/properties possessed by the object (Sugiyono, 2009). In this study, the population was class VIII MTs. Al-Hidayah students, totaling 82 people. The sampling technique used in this research is to use the Isaac and Michael table formula. Samples were taken based on the number of population in class VIII MTs Al-Hidayah as many as 82 people.

This study uses a questionnaire and a Likert scale in the form of a statement, then respondents are asked to answer each statement item according to the circumstances and check the existing category column. The data to be processed in this study is adjusted to the respondents' answers and then summarized in a table before being processed using the SPSS version 25 application.

RESEARCH RESULT AND DISCUSSION

Data analysis provides an overview of the data collected in accordance with the variables studied. Then the analysis of the collected data is grouped into two parts, namely: Use of Google Form Media (X), and Effectiveness of Online Learning (Y). Furthermore, the data is processed using a computer calculator, namely SPSS version 25, and describes the instrument test (validity and reliability) and determines the size of the data concentration and distribution.

The instrument test is valid and reliable with the number of variable items X = 15 items and the number of variable items Y = 15 items. Furthermore, for the size of the concentration and spread of data generated for the variable X mean: 60,50 median: 60,00 mode: 60 standard deviation: 5,835 variance: 34,045 and range: 25. Meanwhile, for the Y variable, the mean : 60.21, median : 59.50 and mode : 57, standard deviation : 6,228, variance : 38.793 and range : 26.

In the instrument test, it is known that the significance value of the variable X (use of *google form media*) and variable Y (effectiveness of online learning) with the Kolmogorov-Smirnov *one sample* method resulted in a significance value of $0.057 > 0.05$, so it can be concluded that the data that the researcher tested was normally distributed. Furthermore, in the linearity test, obtained a significance value of $0.297 > 0.05$, which means that there is a significant linear relationship between the X variable (use of *google form media*) and the Y variable (online learning effectiveness).

In testing the hypothesis of each variable used computer aids with the SPSS version 25 application as follows:

Table 1. Calculation of One Sample Test Variable X

One-Sample Test							
Test Value = 60							
	t	df	Sig. (2-tailed)	Mean Difference	99% Confidence Interval of the Difference	Lower	Upper
use of google forms media	,273	67	,786	,20588	-1.7966	2.2084	

One sample test decision making for variable X is to compare the value of t_{count} with t_{table} . If $t_{count} > t_{table}$, then H_0 is rejected. On the other hand, if $t_{count} <$

t_{table} then H_0 is accepted. Based on the calculation with the error degree = 5% and $dk = n - 1$ ($68 - 1 = 67$), then the t_{table} value in the two-party test = 1.667. Because $t_{arithmetic} < t_{table}$ (0.707 < 1.667) or falls in the area of acceptance of H_0 , then H_a is rejected and H_0 is accepted. Likewise with the hypothesis test for variable Y, the following results were obtained:

Table 2. Calculation of One Sample Test Variable Y

One-Sample Test						
Test Value = 60						
	t	df	Sig. (2-tailed)	Mean Difference	99% Confidence Interval of the Difference	
					Lower	Upper
effectiveness of online learning	,707	67	,482	,50000	-1.3759	2.3759

The calculation of the *one sample test* decision for the Y variable is to compare the value of t_{count} with t_{table} . If $t_{count} > t_{table}$, then H_0 is rejected. On the other hand, if $t_{count} < t_{table}$ then H_0 is accepted. Based on the calculation with the error degree = 5% and $dk = n - 1$ ($68 - 1 = 67$), then the t_{table} value in the two-party test = 1.667. Because $t_{arithmetic} < t_{table}$ (0.707 < 1.667) or falls in the area of acceptance of H_0 , then H_a is rejected and H_0 is accepted.

The correlation coefficient displays r which is a symbol of the correlation coefficient value showing a value of 0.823. This value, if interpreted in the table below, belongs to the very good category. This means that the relationship between the two variables is **very strong**. The calculation can be seen in the table below.

Table 3. Pearson Product Moment Correlation Test Results

Correlations		use of google forms media	of effectiveness of online learning
use of google forms media	Pearson Correlation	1	,823 **
	Sig. (2-tailed)		,000
	N	68	68
effectiveness of online learning	Pearson Correlation	,823 **	1
	Sig. (2-tailed)	,000	
	N	68	68

**). Correlation is significant at the 0.01 level (2-tailed).

Based on the output data above, the decision to state whether or not there is a correlation between the X variable and the Y variable can be seen from the

significance value (*Sig. (2-tailed)*). If the significance value < 0.05 then it is correlated. If the significance value > 0.05 then it is not correlated. Based on the table above, the significance value of each variable is 0.000, which means the value is < 0.05 . So it can be said that the two variables are correlated. Furthermore, the significance test resulted in the following table:

Table 4 . Orrelation Significance Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	14,056	3,960		3,550	,001
	use of google forms media	,771	,065	,823	11,791	,000

a. Dependent Variable: effectiveness of online learning

The decision making of the correlation significance test is to compare the value of t_{count} with t_{table} . If $t_{count} > t_{table}$, it means that there is an effect between variable X and variable Y. If $t_{count} < t_{table}$, then there is no effect between variable X and variable Y. Based on calculations with error degree = 5% and $dk = n - 2$ ($68 - 2 = 66$), then the value of $t_{table} = 1.668$ is obtained . Because $t_{count} > t_{table}$ ($3.550 > 1.668$) or falls in the acceptance region of H_a , then H_0 is rejected and H_a is accepted. So, the correlation coefficient between the use of *google form* media and the effectiveness of online learning of 0.823 is **significant**. The coefficient of determination is 0.823 while the magnitude of the coefficient of determination (*R Square*) is 0.673. That is, the effect of variable X (use of *google form* media) on variable Y (effectiveness of online learning) is 67.3% while 32.7% is influenced by other factors. And the regression equation is $Y = 14.056 + 0.771 X$.

Online learning is one of the most effective and efficient learning amid the co-19 pandemic compared to teachers coming to students' homes (Putri Nurul Fadillah, Imam Tabroni, & Nur Aisah Jamil, 2022). This learning has several platform options that are interesting and easy to learn (Ikhwannul Haq, Imam Tabroni, Nisriina Nur, & Aulia Rosmawati, 2022). One platform that is interesting and easy to learn and gives a touch of material that is fun for students is the Google form (M. Sidqi Fail A et al., 2022). Material can be presented thematically by the teacher and can be studied in sufficient time duration to think and analyze the material (Moore & Kearsley, 2011).

The touch of puzzle patterns to answer and study material also challenges students to understand, analyze, and find new material in certain subjects, especially fiqh material (Tabroni, Dinar, Khoerunisa, & Ratih Nuraeni, 2022). This material can be repeated by students by looking at the Google form as well as giving instructions for direct practice. Materials such as cleaning hadas and anjis can be understood and practiced directly by students in their homes. The practice of prayer can be presented briefly but can be understood immediately,

ask questions if you don't understand, and the practice of prayer immediately moves and reads the prayer.

Learning like this encourages students to quickly understand the material presented by the teacher while at the same time motivating them to continue learning. Even though this learning media has many advantages compared to other learning methods during the Covid-19 period, there are many features that Google Form does not yet have. Features such as motion animation videos, motion pictures, attractive schemes, and other more innovative models cannot yet be delivered on this platform. Others - although it feels effective - the presentation of the material in Google Form is very standard and lacks adequate art of media interaction. Only statements, questions, and material abstractions are available. This, if not combined with other media, can bring boredom to students.

Based on the data obtained in the study entitled "The Influence of the Use of Google Form Media on the Effectiveness of Online Learning in Jurisprudence Subjects for class VIII at MTs Al-Hidayah Jatiluhur - Purwakarta" it can be concluded that:

Firstly, the use of google form media in fiqh subjects for class VIII at MTs Al-Hidayah Jatiluhur - Purwakarta has a percentage of 80.66% and is considered good in terms of utilization of learning media. In this case, it means that the use of google form learning media is felt by students as research respondents. This is in line with what was expressed by Nugroho (2018: 5) that the benefits of the google form in the world of education can be used as a learning medium, because in the google form the teacher can explain teaching materials to students by sending links or videos that have been made previously. In addition, the google form can also be used by teachers as a learning evaluation tool, especially in fiqh subjects.

Second, the effectiveness of online learning on fiqh subjects for class VIII at MTs Al-Hidayah Jatiluhur - Purwakarta has a percentage of 80.27% and is considered good. This can be seen from the indicators of the highest answers from respondents indicated by indicators stating student motivation, students will study harder if the expected value is not good. In line with what was expressed by Susanto (2016: 54-55) said that learning outcomes can be said to be effective if there is a positive change in behavior and the achievement of the learning objectives that have been set. This means that whether or not the effectiveness of learning is high can be seen from changes in the behavior of students regarding the learning process so that the expected results are maximized.

Third, the use of google form media has a significant influence on the effectiveness of online learning on fiqh subjects for class VIII at MTs Al-Hidayah with a correlation value of 0.823. This figure is in the interval 0.80 - 1000 with the interpretation that between the use of google form media and the effectiveness of online learning there is indeed a very strong correlation. The percentage of the relationship is 67.3% and the remaining 32.7% is influenced by other factors. Furthermore, based on the results of the regression calculation and the comparison between F_{count} and F_{table} with the condition that if $F_{\text{count}} > F_{\text{table}}$, then

H_0 is rejected and H_a is accepted. The results obtained are F_{count} of 139,016 and F_{table} of 3,960. So that it can be concluded that H_0 is rejected and H_a is accepted, meaning that there is a significant influence between the use of google form media on the effectiveness of online learning. Furthermore, the regression equation $Y = 14.056 + 0.771X$ means that if there is an increase in the X variable, it will also affect the Y variable.

CONCLUSIONS AND RECOMMENDATIONS

Based on the data obtained in the study entitled "The Influence of the Use of Google Form Media on the Effectiveness of Online Learning in Jurisprudence Subjects for class VIII at MTs Al-Hidayah Jatiluhur - Purwakarta" it can be concluded that:

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equation $Y = 14.056 + 0.771X$ means that if there is an increase in the X variable, it will also affect the Y variable.

ADVANCED RESEARCH

In writing this article the researcher realizes that there are still many shortcomings in terms of language, writing, and form of presentation considering the limited knowledge and abilities of the researchers themselves. Therefore, for the perfection of the article, the researcher expects constructive criticism and suggestions from various parties.

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