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COMPARISON OF THE EFFECTIVENESS OF AKIDAH AKHLAK LEARNING WITH THE GESCHOOL PLATFORM AND GOOGLE CLASSROOM

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Abstract :

This study intends to describe the online learning process during the Covid-19 period at Madrasan Aliyah Negeri (MAN) "X" Sleman. This study also wants to compare learning effectiveness using the Google Meet platform with the Geschool platform. The research subjects included two moral creed teachers who used Google Meet with the Geschool platform. Data was obtained by in-depth interviews, observation, and documentation. Data were analyzed using qualitative descriptive analysis. The results showed that MAN "X" Sleman made several learning innovations to increase learning effectiveness. Implement teaching innovations by providing practical learning training, including training on the use of learning platforms, making videos, and conducting several workshops. Learning innovation is a combination of top-bottom and bottom-up models. The curriculum applied in learning is a curriculum in emergency conditions by prioritizing essential materials. The results also show that student learning using the Geschool platform is more effective than the Google classroom platform, both in terms of student learning activities, task completion, and final results.

Keywords : *Geschool, Google classroom, online learning.*

Abstrak :

Penelitian ini bermaksud untuk mendeskripsikan tentang proses pembelajaran daring pada masa Covid-19 di Madrasan Aliyah Negeri (MAN) "X" Sleman. Penelitian ini juga bermaksud melakukan perbandingan efektifitas pembelajaran dengan menggunakan platform Google Meet dengan platform Geschool. Subyek penelitian meliputi dua orang guru akidah akhlak yang menggunakan Google Meet dengan platform Geschool. Data diperoleh dengan metode wawancara mendalam, observasi, dan dokumentasi. Data dianalisis dengan menggunakan analisis diskriptif kualitatif. Hasil penelitian menunjukkan bahwa MAN "X" Sleman melakukan beberapa inovasi dalam pembelajaran untuk meningkatkan efektifitas pembelajarannya. Implementasi inovasi pembelajaran dengan cara memberi pelatihan pembelajaran efektif, yang meliputi pelatihan penggunaan platform pembelajaran, pembuatan video dan melakukan beberapa workshop. Inovasi pembelajaran bersifat perpaduan *top-bottom model* dan *bottom-up model*. Kurikulum yang diterapkan dalam pembelajaran adalah kurikulum dalam kondisi darurat dengan mengutamakan materi esensial. Hasil penelitian juga menunjukkan bahwa belajar siswa menggunakan platform Geschool lebih efektif dari pada menggunakan platform Google classroom, baik dalam aspek aktifitas belajar siswa, penyelesaian tugas, maupun hasil akhir.

Kata Kunci: *Covid-19, Geschool, Google clasroom, pembelajaran daring*

INTRODUCTION

Online learning is a must for teachers in schools during the Covid-19 pandemic. Face-to-face learning, as usual, is strictly prohibited by the government, aiming to reduce the spread of Covid-19. This online learning system forces all education personnel to familiarize themselves with internet technology to communicate (Rusman & Kurniawan, 2015). Internet connection is the main requirement that cannot be replaced during online learning. However, a small number also use radio broadcast systems during the online learning process (Amin Mustajab dkk., 2021).

In response to the inevitable online learning, teachers, students, and parents are trying to adapt to this new situation. All parties strive to meet the needs of hardware and software for learning according to their respective abilities. Teachers equip themselves with laptops and mobile phones based on Android. At the same time, most parents provide their children with android-based mobile phones. Several schools have conducted various skills training for online learning to improve services and learning effectiveness. Some of these training are carried out offline, and some are online. These trainings include training on the use of e-learning elearning (Suhandiah dkk., 2019), training on the use of google classroom for learning (Tarigan et al., 2020), training on making learning videos (Herayanti dkk., 2019), and many other pieces of training.

Several groups have questioned the effectiveness of online learning; some even say that its point is far below offline learning (Ekantini, 2020). Is this true? If so, the quality of human resources (HR) resulting from online learning will decrease. To answer this problem, of course, educational practitioners will seek various ways to boost the quality of education. Some schools are quickly trying to complete various hardware and software facilities; for example, some schools are trying to work with vendors providing e-learning. Some schools and madrasah subscribe to Geschool to support the learning process. One is Madrasah Aliyah Negeri "X" Sleman which also uses Geschool in its learning process. However, some teachers still use other platforms such as Google Classroom or others.

In addition to the problem of providing and using various online learning platforms, teachers are also required to have higher creativity in composing subject matter in learning media. Online learning innovation is significant so students continue to follow online learning well and not feel bored (Khumaidah & Nu'man, 2021). For example, the teacher makes the material in learning videos, interesting power points, or textbook summary modules. The results of the creativity of making teachers then share learning media through platforms provided by schools or public platforms such as Google Classroom.

Several previous studies have not found studies that compare the effectiveness of the two use of learning platforms during the covid period. Existing studies usually discuss only one platform, such as Rita Zahara Taringan's research on using Google Classroom in MTs (Tarigan dkk., 2020). In addition, there is another research by Siti Ngafifah on the use of the Google Form platform on the effectiveness of using the Google Classroom platform in evaluation (Pipah, 2020). Meanwhile, publications from Zendrato and Putra on

using the Geschool platform in learning to sing in junior high schools (Zendrato & Putra, 2021). Because there are no previous comparative studies, this study aims to explain the comparison of the results/effectiveness of the implementation of learning on morals subjects using the Geschool platform with Google Classroom at MAN "X" Sleman. Is there a difference in the effectiveness of the two media in learning morals and aqidah subjects?

RESEARCH METHOD

Several previous studies have not found studies that compare the effectiveness of the two use of learning platforms during the covid period. Existing studies usually discuss only one platform, such as Rita Zahara Taringan's research on using Google. This research is field research (field research) that occurred some time ago (ex-post facto). A quantitative research approach will compare learning outcomes using the Geschool platform with Google Classroom. The research subjects were two teachers of Akidah Subject at MAN "X" Sleman. Teacher "Ani" is a teacher who uses the Geschool platform, and teacher "Tejo" uses the Google classroom platform.

Data were collected through in-depth interviews with two research subjects using an interview guide. The data is also from the learning documentation from the two teachers, which includes the Learning Program Plan (RPP), learning media in the form of PowerPoint files, youtube links, material summary files, and several other learning tools. In addition, data were also obtained through observation of the learning process when the two teachers carried out the lesson.

The data were analyzed using a comparative descriptive approach, in which the results of data acquisition were compared in percentage terms on the parts for which comparisons were made. Comparative analysis was carried out in the task collection section, and students in each section obtained the learning outcomes.

FINDINGS AND DISCUSSION

Towards Effective Learning

The effectiveness of learning is very closely related to the achievement of learning objectives. Each learning has a definite goal to be achieved and has been determined before learning begins. Khanifatul said that effective learning is learning that is not only focused on the achievements produced by students but is learning that can lead students to understand the material well, develop their intelligence, increase their perseverance, and use opportunities well, and change occurs. Behavior that is implemented in their daily lives (Khanifatul, 2013). Hamrlik defines effective learning as learning that can provide opportunities for students to learn on their own or to carry out activities that benefit students in the learning process. The availability of opportunities for independent study and carrying out the broadest possible activities will help students better understand the concepts being studied (Hamalik, 2012).

Every teacher who carries out learning activities certainly wants effective learning. However, to achieve effective learning, several factors must be met. Slavin said that four teacher abilities affect the effectiveness of education, among

others: the quality of knowledge, the accuracy of the teaching process (appropriateness), intensive (intensive), and time (Slavin, 2008).

a. *Quality* (mutu pembelajarannya) is the teacher's ability to present information to help students to easily learn the lesson. Indicator of the teacher's ability to manage learning, including: 1) the teacher starts learning activities with an introduction (apperception), 2) the teacher carries out core activities carefully. 3) the teacher carries out the learning process well, 4) the teacher appreciates the abilities of all students, 5) the teacher concludes learning activities by providing conclusions of the material presented. The steps to achieve effective learning are highly dependent on the process of conveying the information that is being conveyed to students. Indicators of the arrival of information to students, when students are carried out the post test must reach KKM (Minimum Completion Criteria of 75%.

b. *Appropriateness* (appropriateness of the teaching process) is the teacher's ability to ensure that students are ready to receive new subject matter, so that they will acquire the necessary knowledge. Indicator accuracy in improving student readiness to carry out learning activities, including: 1) students listen or pay attention to explanations from the teacher, 2) students have read LKS (Student Worksheets), 3) students can participate when conducting discussions in group at the time of exploring LKS, 4) students are able to do a presentation of the results of their group work, 5) students are willing to listen to other groups at the time of making presentations, 6) students ask questions during group discussions.

c. *Intensive* (intensive) is the teacher's ability to ensure that all students are motivated to do their learning tasks. Effective learning will have a positive impact on students. Indicators of intensive students in the learning process include: 1) students can respond to the material conveyed, 2) students can understand the lesson with their own easier feelings, 3) students can write down their learning results in their own style.

d. *Time* (waktu) is the teacher's ability to manage time efficiently so that it is sufficient to learn the material to be delivered. The indicators are: 1) the teacher can represent the learning material, 2) the teacher is able to organize teaching and learning activities together with students, so that students are active in learning.

Meanwhile, Omar Hamalik quoted Diedrich as saying that there are eight student activities that can be carried out during the learning process to be effective, including: 1) visual activities which can include: reading activities, looking at pictures, observing events (experiments), conducting demonstrations or exhibitions, and so on. 2) oral activities that can include: conveying facts or principles, telling an incident, asking a question, giving some suggestions, expressing opinions, interviews, or discussions. 3) listening activities which can be in the form of: listening to lesson materials delivered by the teacher, listening to talks in group discussions, listening to a game, or listening to shared audio. 4) writing activities in the form of: writing a story, writing an observation report, checking the results of an essay, making a sketch, or writing a summary. 5) drawing activities which can be in the form of: drawing graphs, diagrams, maps,

or drawing patterns. 6) Metric activities can be in the form of: conducting an experiment, using tools, organizing exhibitions, or can be by making models. 7) mental activities can be: contemplating, remembering, analyzing, finding, and making a decision. 8) emotional activities can be in the form of: showing interest, behaving calmly, and being brave (Hamalik, 2012).

From the discussion above, it can be seen that effective learning can occur if the teacher and students can carry out mutually supportive activities to support the student learning process. The occurrence of the student learning process with various activities proposed by Hamalik can occur if the teacher is skilled at carrying out activities as said by Slavin. An effective learning theory as stated above is not limited to one particular condition, but certainly applies to every condition, both normal and emergency conditions with adjusted criteria.

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Online Learning Innovation during the Covid-19 Pandemic

Online learning that does not bring together teachers directly with students makes students' motivation decrease (Wahyudi & Yulianti, 2021). This decrease in motivation becomes a very big challenge for teachers, so that their students continue to follow the learning process well. Motivation is a very big driving factor for a person's success in learning. Without strong motivation, students will be lazy in learning, so that it has an impact on declining competency mastery.

To respond to the problem of decreasing learning motivation in online learning, teachers are required to make many innovations in learning. Innovation in the educational process must be carried out continuously initiated by the principal and carried out consistently by the teacher. Teachers should make various innovations to improve the learning process, so that the quality of education produced remains good and superior.

The process of implementing learning innovations in education can be done through two models, namely the top-bottom model and the bottom-up model. The top-bottom model is an educational innovation process that originates from leadership policies (Kemendikbud, MoRA, or school principals), which are then implemented by subordinates. The bottom-up model is a renewal model that comes from below (teachers) which is directly implemented in order to improve the quality of education (Rosdiana, 2014).

The learning innovation that occurred at MAN "X" Sleman during the covid period was a combination of the to-button model and the bottom-up model, where the principal prepared Geschool to be applied by all teachers. Prior to the use of Geschool, MAN "X" Sleman collaborated with vendors to hold several trainings on the use of Geschool. This policy is certainly very influential

on the perception of all teachers, where almost all teachers have used this platform.

All online learning platforms, of course, have some advantages and disadvantages, including Geschool. Geschool has many advantages and is proven to increase learning motivation in online learning (Yasinta & Fernandes, 2020). According to Zendrato and sons, Geschool has the following strengths and weaknesses: a) The advantages of Geschool include: easy delivery of material and carry out tryouts and exams. b) the results of trayouts and exams can be directly analyzed, making it easier for teachers to conduct assessments and provide feed backs to teachers for further improvement. c) there is an automatic absence, making it easier for teachers to monitor student attendance. While the shortcomings that exist in Geschool include: a) there is no video conferencing feature to bring together teachers and students directly. b) it is not yet available on the Playstore or App Store, so it is less flexible when entering the website. c) has not been adaptive in conducting character assessments. d) teachers have difficulty in teaching practical learning (Zendrato & Putra, 2021).

The bottom-up model that runs at MAN "X" Sleman is that all teachers can propose platforms that can be used by teachers to support the learning process. One example is the use of videos uploaded through the youtube channel by almost all teachers (Azizan et al., 2020). In addition, some teachers also use the Google Classroom platform, Google Forms, Zoom, Google Meet, and several other platforms. These platforms are allowed by the leadership to be used by teachers as long as they are to achieve success in the learning process.

In order to improve learning innovation, at the beginning of the pandemic at MAN "X" several trainings were also held, such as training to make learning videos with applications from Android which were then uploaded to YouTube. In addition to training, several workshops were also held on effective teaching in the pandemic era. Several workshops and seminars were also held by parties outside the institution, often attended by teachers at MAN "X" to increase their skills in carrying out online learning.

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Learning Outcomes of Akidah Akhlak Platform Geschool and Google Classroom

Evaluation of the learning outcomes of the two teachers' moral creed education using different platforms was carried out according to the platforms. The learning of moral creed with the online system is followed by an online assessment as well. The two teachers who teach morals at MAN "X" have difficulty applying authentic assessments, so that they place more emphasis on assessment in the cognitive domain. From the results of observations of the learning administration of Mrs. Ani and Mr. Tejo, the following can be seen:

a. Student learning activities

Mr. Tejo said it was difficult to control student learning activities from the platform (google class) used. After Mr. Tejo sent the material on google class, he could not know whether the material had been understood or not by the students. This is because communication is very limited, teachers and students do not take advantage of communication through the chat facility from Google Classroom. The implementation of learning prioritizes asynchronous, because not all students have communication tools that are ready to be used during learning. Some students still use their parents' Android phones.

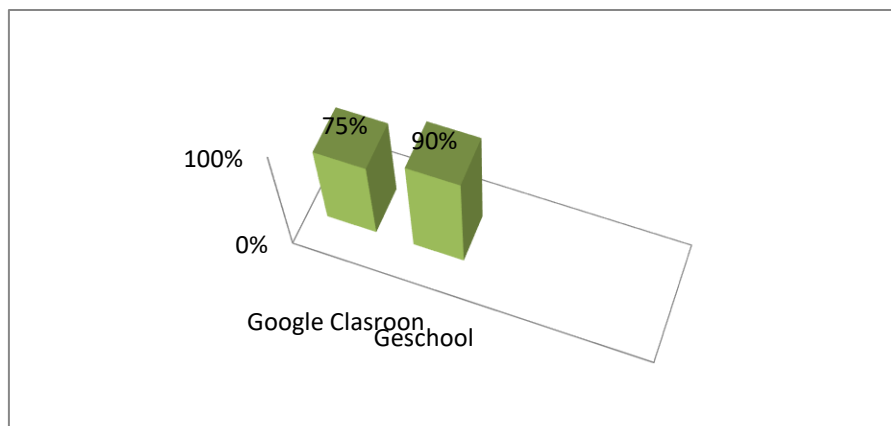
Similarly, Ibu Ani, who uses the Geschool platform, also uses an asynchronous system for the same reason. However, Mrs. Ani was able to identify students who had not yet accessed the material presented at Geschool with the existing facilities. Through Geschool, it can be known who has opened it, read how many sheets of material and so on.

From the experiences of the two teachers mentioned above, a common thread can be drawn that asynchronous learning through Geschool is more effective than through Google Classroom. Learning through Geschool is more able to control the learning activities of its students than through Google Classroom.

b. Task completion

During online learning, both teachers tried to give assignments to students to be able to measure the level of students' understanding of the material that had been delivered. The activeness of students in collecting assignments given by the teacher can be seen in the following diagram:

Diagram 1. Percentage of students collecting assignments

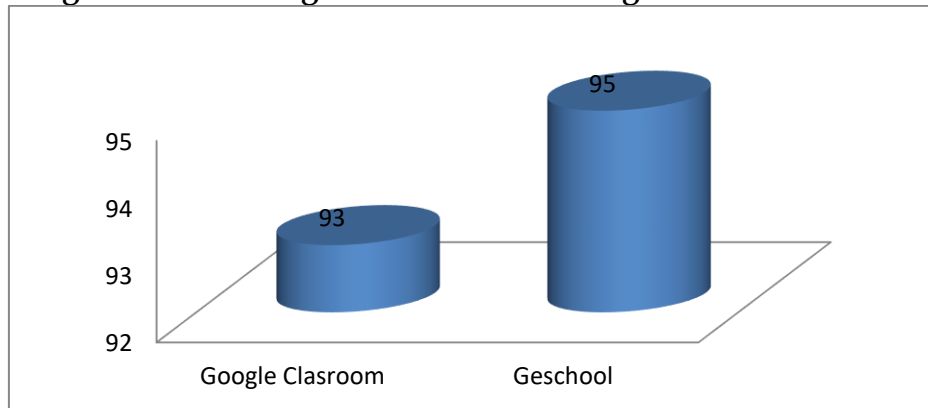


From diagram 1 above, it is known that the activeness of students in collecting assignments given by the teacher has a difference, namely the percentage of students collecting assignments through google clasroom is 75% while through Geschool it reaches 90% of all students. The magnitude of the achievement of collecting the tasks above is directly proportional to the activeness of the teachers in reminding their respective class leaders to announce the deadline for collecting assignments. The more often the teacher reminds the tasks given to students through grop whatsapp, the more students collect.

1. Number of Students Achieves Minimum Completion Creteria (KKM)

Indicators of learning effectiveness can also be seen from the number of students who achieve the Minimum Completion Creteria (KKM) of a subject. The subject of akidah akhlak in MAN "X" Sleman set the KKM of Akidah Akhlak subject at 75. The final results of the learning evaluation are known that with the accumulation of assessment elements it can be known that the number of students who achieved KKM scores from the google clasroom and Geschool platforms can be seen in the following diagram 2.

Diagram 2. Percentage of students reaching KKM



From diagram 2, it can be seen that the number of students reaching KKM from the two platforms used is also different, namely teachers who use the Google Classroom platform as much as 93% of the number of students, while teachers who use the Geschool platform reach 95% of the number of students.

The effectiveness of the platform used by teachers in online learning in Indonesia, of course, is not solely influenced by the platform. The teacher's skills in managing online learning are also very decisive, such as the teacher's creativity in making learning media, the teacher's creativity in making material and so on. Another very important thing is cooperation with parents at home, because online learning the position of students is at home (Ru'iyah, 2019). Parents also have an important role to remind their children to always study, do schoolwork and so on.

This achievement does not take into account other things that can affect learning outcomes, such as the level of intelligence (Ru'iyah, 2017), motivation, facilities, and other circumstances in students. Therefore, subsequent studies can examine this using other variables so as to make the research more comprehensive.

CONCLUSION

From the previous description, it can be seen that to achieve effective learning during the Covid-19 Pandemic, MAN "X" Sleman made several innovations in learning. To improve learning innovation, teachers are provided with several effective learning trainings, such as training on the use of several learning platforms, training on making learning videos, creating youtube accounts and several effective learning workshops. Policies in learning innovation are top-bottom models and bottom-up models, where the leadership recommends the use of the Geschool platform but also provides opportunities and freedom for teachers to use other platforms.

The curriculum applied in learning is a curriculum in emergency conditions by prioritizing essential materials. The essential material aims to condense the material and the material aims to provide mastery of students' abilities in order to follow learning at the next level. There are differences in student learning outcomes when using the Geschool and Google Classroom platforms. Both in the aspect of student learning activities, task completion, and final results as measured by the achievement of KKM scores. From the analysis, it is found that the use of the Geschool platform is more effective than the Google Classroom platform.

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