Optimizing *Google Classroom*, *Google Form* and *Zoom* in Arabic Learning at Al-Azhar Islamic Boarding School Yogyakarta

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Abstract:
Nowadays, educational facilities continue to experience improvements in the realm of technology. Various instant applications were created to facilitate the achievement of educational success. Therefore, every government, educational institution, educator, and student must master the technology so as not to be left behind. This research is qualitative descriptive research, the data collection techniques are observation, interviews and documentation conducted at al-Azhar Yogyakarta Boarding School. This study aims to determine the optimization of the use of *Zoom*, *Google Classroom*, and *Google Form* in learning Arabic. The results of this study: first, the learning phase begins with learning preparation which includes making a syllabus, selecting teachers, and making *Google Classroom* (importing material). Second, the implementation stage of learning is in accordance with the schedule that has been prepared with a *Zoom* explanation. The third is the implementation of the test as a benchmark for ongoing learning, starting with compiling questions written in the *Google Forms*, determining the time of the exam and assessment.

Keywords:
Arabic learning; Google Classroom; Google Forms; Zoom

INTRODUCTION

Responding to the policy of the Indonesian Minister of Social Affairs regarding the Covid-19 pandemic, The Minister of Education and Culture also urges that teaching and learning activities be carried out online or remotely without demands to complete curriculum achievements through the Circular of the Minister of Education and Culture number 4 of 2020 (Kemdikbud, 2020). Online learning can be carried out using online learning applications, instant messages via *Whatsapp, Line, Telegram*, and the like, conference media, and video-based media. However, the impact of online learning has an unbalanced effect. The facts on the ground prove that this new system makes it more difficult for teachers to carry out learning. As a result, teachers are less than optimal in the process of transforming knowledge to students with online or remote systems (Sari & Tusyantari, 2021 ; Santaria, 2020 ; Syah, 2020). The obstacles experienced by teachers and students include: lack of mastery of information technology (especially senior teachers), poor internet access, inappropriate student assessment processes, and so on. Besides that, online learning also has a good impact on learning including: teachers and students can take lessons anywhere and anytime as long as they are connected to the internet network (Khaerunnisa, 2020), students are more daring to ask and answer questions

and provide ideas without psychological pressure from friends such as face-to-face, online learning also reduces nervousness and is not awkward when communicating, this system can also increase students' independence and interest in learning. Although many positive impacts occur, with the difference in learning places, it is more difficult for teachers to directly supervise what students are doing in teaching and learning activities (Sadikin & Hamidah, 2020). So, it requires extra supervision as a helper for the success of online learning.

Arabic lessons are a material that has serious challenges in online learning, it is not easy for teachers to provide material in the online system. Therefore, teachers are required to be able to provide good Arabic learning methodology changes with an online system (Tolinggi, 2020). The creativity of an educator becomes an inevitable demand considering the success of learning activity cannot be separated from the role of an educator (Mubarak, Ahmadi, & Audina, 2020). While the non-test evaluation can use a portfolio (Miladya, n.d.). In distance learning, teachers are required to be able to design effective online learning, by utilizing appropriate online devices or media and in accordance with the material being taught. Although online learning will provide wider opportunities to explore the material to be taught, educators must be able to choose and limit the extent to which the material is covered and the application is suitable for learning materials and methods, especially learning Arabic (Nurdin & Anhusadar, 2020). For this reason, the teacher is the part most responsible for the ongoing effective communication in learning Arabic.

After conducting pre-observation, the researcher found a school, to be precise, Al Azhar Yogyakarta Boarding School. This institution is equipped with adequate facilities such as comfortable and fun learning places, easy access to internet signals by connecting to a strong wifi network to make it easier to dive into knowledge information, educators who are qualified and ready to teach the material because each educator is given the training to operate a predetermined learning application, namely *Zoom*, *Google Forms* and *Google Classroom* to master the application, this is proven by educators not stuttering on technology and semi-modern Arabic learning materials, but also not leaving the treasures of classical scholarship.

Regarding previous research, the results of research by Kurniawansyah et al stated that the collaboration of *Whatsapp Group*, *Zoom*, and *Google Drive* can help make it easier for educators to develop learning in virtual classes. The three applications have their respective functions that must be mastered by both educators and students. So, advice on technology literacy and mastery of applications is very much needed in the creation of successful learning

during the Covid-19 pandemic (Kurniawansyah & Siswanto, 2020). Then, research by Mubarak et al., this study only uses the zoom application as a medium for learning for the *mahārah kalām* class. However, the results of this study indicate that it can improve time discipline, the flexibility of place, and ease of monitoring educators during class. Of course in the implementation of different times and places can affect the network they use. Because the strength of the signal network greatly affects their place (Mubarak, Wahdah, Ilmiani, & Hamidah, 2020). Another interesting research by Setiawan and Hatip is about training for teachers who cannot operate learning support applications such as *Google Forms*, *Google Classroom*, *Edmodo*, and *Zoom*. The training was held because effective learning had not yet been realized. In previous online learning, the teacher only used the *Whatsapp* application (Setiawan & Hatip, 2021).

Some of the research above proves that the application or learning platform is very helpful for teachers to provide subject matter to students in distance learning during a pandemic so that learning continues even though there is no face-to-face. But the appropriate use is more helpful and not just using one learning application. Using three applications will support learning more than two or even one application. Of course, many of these applications are used with different functions such as providing materials, assignments, assessments, etc.

So, in this study, researchers tried to combine three supporting applications accompanied by previous research data. So that researchers try to reduce the possibility of failure in mastering Arabic learning in online classes that know no distance and can be done anywhere. Thus, various steps and the latest innovations in the virtual classroom can be realized. Coupled with optimizing the three applications so that learning is more effective than using 2 or 1 application in learning. For this reason, researchers are encouraged to examine the optimization of 3 learning applications at Al-Azhar Boarding School Yogyakarta, which is an institution equipped with adequate facilities.

METHOD

This research is included in the category of qualitative descriptive because the research presented is carried out in the field by describing the state of the surrounding phenomena. Bogdan and Taylor define the qualitative type of research containing the stages of research in the form of written and oral data from sources related to research that describe the state of the research (Morlong, 2011). Researchers are the key instrument in this research because they conduct direct research without being active in teaching Arabic learning materials. The data

collection used includes observations in Arabic learning, documentation from the *Zoom* application and *Google Forms*, including *Google Classroom*, and interviews with the curriculum department and teachers that are relevant to the research. After the data was collected, the researcher processed and analyzed and then described the conditions as expected about the purpose of this study. The location of this research is Al Azhar Boarding School Yogyakarta, with the research subjects being students of class VII and VIII for junior secondary level and class X and XI for upper secondary level who take online learning.

RESULTS AND DISCUSSION

Implementation of Arabic Learning with Zoom, Google Form, and Google Classroom at Al Azhar Yogyakarta Boarding School

In the process of learning Arabic, there are three aspects of competence that are the targets of student achievement, namely linguistic competence, communication competence, and cultural competence (Baroroh & Tolinggi, 2020 ; Tajuddin, 2017). The three are interrelated and cannot be separated from the support of educators and the supporting media used. In general, there are two Arabic skills, namely elements of Arabic and Arabic skills. Arabic elements contain aspects of sound, grammar, sentence structure, writing, and vocabulary. While language skills include *mahārah kalām, mahārah istimā', mahārah qirā'ah*, and *mahārah kitābah*.

In the process of mastering good Arabic learning, good communication and interaction between educators and students is needed. This happens because good communication will create educative interactions between educators and students which is manifested in positive communication exchanges in learning Arabic (Nurbaiti Zulaini, Mufidah, Kholis, & Afif Amrulloh, 2020 ; Uliyah & Isnawati, 2019). Thus, virtual learning has many obstacles that must be minimized by collaborating with virtual class support applications to achieve the perfect virtual class in learning Arabic.

Based on the findings of the observations and interviews, there are many systems in place to ensure that learning is effective and efficient and that the learning objectives are met. *Zoom*, *Google Forms* and *Google Classroom* and other supporting media are utilized to help students learn more effectively. Here are some interesting things about learning Arabic at Al Azhar Yogyakarta Boarding School.

Learning Preparation

The curriculum team at Al Azhar Yogyakarta Boarding School started the beginning preparations for learning Arabic. Starting with the creation of a syllabus for grades 7, 8, 9, 10, 11, and 12 for all generations, This syllabus was created with the intention of serving as a guide for teachers in providing information that meets the intended end goal, namely that children can recognize communicative Arabic. Not only in the language of the Koran or hadith. In addition, the purpose of this syllabus is to adjust to the Arabic language material in schools in the hope of supporting the school so that the students have a better understanding of Arabic than regular (non-boarding) children.

Arabic learning is carried out according to a schedule that the *ta'līm* or teaching department has prepared as part of the curriculum. Teachers are *ustāżah* who are chosen for their scientific backgrounds. Following the selection of the teacher, the teaching department will prepare a syllabus for all teachers to study to prepare learning materials. The preparation for learning that must be mastered and completed by the teacher is an audio PowerPoint that contains material for each meeting.

Teachers must use media in accordance with the teaching department's direction; the first media to be used is *Google Classroom*. The integration of media *Zoom* and *Google Forms* to facilitate successful and quick learning is also critical. The next phase of preparation is to create a *Google Classroom* account, invite qualifying students to join, post-learning announcements, and upload materials to the platform.

Learning implementation

The teaching department has established a schedule for students to learn Arabic. Arabic learning is carried out at 04:00 PM in western Indonesian time (zone). Teachers will remind students to take lessons before 04:00 PM. There are two models for learning Arabic in the 2020/2021 academic year, namely online and offline. This is due to the corona outbreak, so boarding does not require all students to return but only invites them. So there are some students in boarding and others at Home. The initial step in implementing online learning is for the teacher to distribute materials on *Google Classroom* with the goal of pupils reading before beginning to learn. The teacher then gave a *Zoom* link to explain the material further. Children are also able to ask questions about related topics in the *Zoom* room.

**Picture 1. The use of *Google Classroom* in Arabic learning**
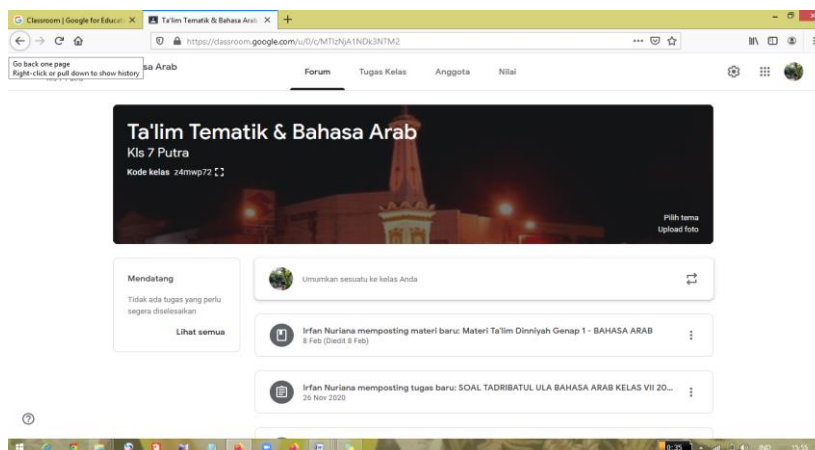
Google Classroom is a Google tool for creating a virtual classroom (Asnawi, 2018 ; Sutrisna, 2018 ; Rachayu & Selviani, n.d.). Google Classroom is a learning media application developed by Google. This program was intended to help educators and students communicate more effectively. Educators have the authority to assign all talents in their subjects to students. Educators can also give assignments and set time limits so that they can gauge their pupils' independence. To access the application, the convenience gained must be balanced with the internet network, which must be powerful. Invited students can then follow classes created by educators via a link or e-mail (Keeler & Miller, 2018). So, Google Classroom as a medium that can contain various video documents, files also has special features for collecting student assignments and other written messages.

Through the benefits of Google Classroom, Al Azhar Yogyakarta boarding school utilizes the application to support the implementation of the online learning process. This application makes it easier for teachers to deliver material to students. The method used with this Google Classroom application is the reading method. The teacher provides material in the form of power points which are uploaded the day before the lesson begins. In the announcement column, the teacher gives instructions so that the students read and understand the material before the next day it will be explained directly in the Zoom room. The coordinator of the dīniyyah section said that online learning with Google Classroom had a good impact on teachers and teachers because a teacher had prepared the material beforehand as they were ready to teach. On the other hand, students are ready to receive new material delivered by the teacher by reading and understanding the power point uploaded by the teacher in Google Classroom. In addition to providing readiness for teachers and students, Google Classroom in dīniyyah learning provides ample time because it can be opened at any time without space and distance

limits. Students who cannot join at the specified time can still access the material. Online learning starts at 04:00 PM, and the lesson ends at 05:00 PM. Then learning is closed with a session of giving assignments to the students. Assignments are collected in *Google Classroom* for easy checking and assessment.

Picture 2. Using *Zoom* in Arabic learning
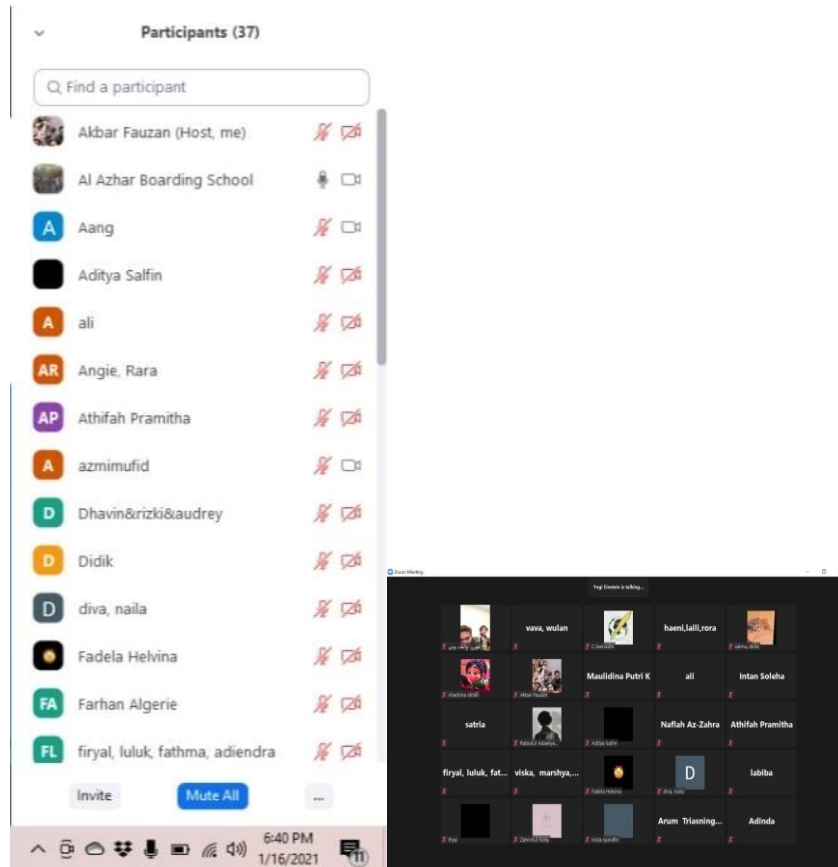
Zoom Cloud Meeting is an application that provides group video conferences feature services that can load up to 500 people simultaneously via the internet (Rosyid, Thohari, & Lismanda, 2020 ; Kuswandi, 2021 ; Angelina, 2020). *Zoom Cloud Meeting* is able to replace the face-to-face learning model virtually without having to gather in one room that has the potential for Covid-19 transmission (Audina & Mubarak, 2021). With this application, the atmosphere is created as well as in the form of offline classes that can be carried out at the same time, teachers can also observe their students in the teaching and learning process.

The benefits of video conferences are planning, organizing, scheduling, and managing the continuity of the teaching and learning process, evaluating students, collecting student data, statistical analysis of learning outcomes, concluding notes on student learning progress (Wibawanto, 2020).

The advantages of learning Arabic with video conferencing are that it saves space and time (Santoso, 2019 ; Rozak & Albantani, 2018), the setting process is fast so that it makes it effective and efficient (Rozak & Albantani, 2018), being a means to make collecting and assignments (Santoso, 2019), makes students more disciplined (Rozak & Albantani, 2018), makes students more disciplined (Haqien & Rahman, 2020), automatic and centralized storage becomes one, learning is more secure and comfortable (Hasan, n.d.).

The disadvantages of learning Arabic with video conferencing are that the network is not strong (bad) interferes with the teaching and learning process, there are no notifications in *Google Classroom* (must enter e-mail to view notifications), if the device is lost, all data is also lost, requiring students to have the same device. Good and sophisticated. *Zoom* is no stranger to online learning these days. Al Azhar Yogyakarta boarding school plays an active role in using *Zoom* during *dīniyyah* learning. With the *Zoom* app, teachers use a hands-on method when explaining the material. The use of this *Zoom* relates to the previously mentioned *Google Classroom* application.

With the direct method, teachers can use the share screen icon to display the material. The material described is material that has been uploaded to *Google Classroom*. It aims to provide a more detailed explanation, understand students directly, provide space for a joint discussion on the material. According to the teacher in the interview, the existence of this *Zoom* room brings closer the emotional level of teachers and students in the teaching and learning process. Even though they are separated by distance, the teacher can still deliver the material directly, can have a discussion even though it is not as perfect as when the school is offline.

Imtihān

To evaluate the learning that has been done, an exam is held to measure the level of ability of the students. The test in learning Arabic is carried out in the first three months (*tamrīnāt*/TM) which in public schools is called mid-semester assessment and at the end of the semester (*tadrībāt*/TD) or end-semester assessment.

Picture 3. The use of *Google Forms* in making *imtihān* questions

Google Forms is a website created by Google in accessing data in the form of collecting people's opinions, quizzes, attendance and various written data models that facilitate the process of collecting data online through form links (Parinata & Puspaningtyas, 2021 ; Solviana, 2020) . With this website, teachers can save time in the process of collecting student data, both student attendance and student assignments that can be done via laptops or smartphones.

With the friendly service of *Google Forms*, it makes it easy to carry out the assessment. Al-Azhar Yogyakarta boarding school takes advantage of this application when it is going to hold an online exam. The use of this application is specifically during the TM and TD exams. The implementation of the exam with this google form makes it easier for teachers to make questions. No need to print, no distance limit, so students who are far away can access exams at the same time.

Time and Participants

The time for the implementation of the Final Semester Assessment (TD 1) Al Azhar Boarding School for the 2020/2021 Academic Year is carried out according to the educational calendar that has been prepared by the Al Azhar Boarding School Curriculum Division, which is on 18-26 November 2019. This *tadrībāt ūlā* exam is carried out by the entire academic community of Al Azhar Yogyakarta Boarding School, with a committee of 30 people and students as many as 277 people .

STUDENT DATA SON AND PRINCESS OF AL AZHAR YOGYAKARTA BOARDING SCHOOL YEAR 2020/2021

No.	Class	Boy	Girl	Amount
1	VII	15	16	31
2	VIII	20	12	32

3	IX	18	13	31
4	X	33	38	71
5	XI	31	28	59
6	XII	26	27	53
Total				277

Preparation of Questions

Semester I Final Assessment Questions (التدريبات الأولى) The 2019/2020 Academic Year is entirely made independently by each teachers *dīniyyah* subject, with the following conditions:

The exam time for Boarding children is two weeks before the PAS is held at the school, hoping that the students are not burdened with many exams. After finishing the exam at Boarding, the students can focus on studying PAS. The *ta'līm* exam in this first semester *(Tadrībāt ūlā)* will be held on November 25 and 26, 2020. The exam will be conducted simultaneously online at 04.00 – 05.30 PM. With *Google Classroom*, it is easier for the teacher to manage their time. So, students who do not work at that time also cannot take the exam. Teachers can also immediately find out who has worked on the problem.

For Examination Assessment *(Ula's Tradition),* The teacher can see who has worked on the questions once the students have completed and submitted their responses. At that point, you can also automatically access the multiple-choice values. The description for the evaluation must be done manually because even a single word change will result in a mistake, lowering the score.

1. **Implementation of Arabic Learning with *Google Classroom***

Based on the results of interviews that have been conducted by researchers to strengthen the validity of the observation data, that the use of learning carried out with *Google Classroom* is going well. This can be seen from the enthusiastic attitude of students in learning and asking questions in the learning process. The use of *Google Classroom* is made by teachers to share material with students. The goal is that students can read before starting learning. So, *Google Classroom* is the right companion application to use during virtual learning because when students cannot follow or are left behind in class, students can re-access to *Google Classroom*. And in this case, *Google Classroom* is an advantage in making it easier to access Arabic learning

materials that have been accessed by teachers virtually. *Google Classroom* also makes it easier for students to access materials and submit assignments. Using the *Google Classroom* application, students and teachers make it easier for students and teachers because the filing system for files is stored properly on Google Drive, making it easier for teachers and students to access them.

2. Implementation of Arabic Learning with *Zoom*

Based on the results of interviews that have been carried out by researchers to strengthen the validity of the observation data, that the use of learning carried out with *Zoom Cloud Meeting* is going well. This can be seen from the activeness of students interacting well which can be seen directly in the form of videos. So the use of *Zoom Meeting* is very helpful for teachers and students in carrying out the teaching and learning process. Even though they are far apart, they can still communicate face-to-face virtually. However, learning using the *Zoom Meeting* application also has problems, namely on the network or internet signal owned by students. This is due to the student's residence being far away or even not getting an internet or wifi network, so the use of *Zoom Cloud Meeting* requires a strong and limited network for students who have where there is not enough signal.

3. Implementation of Arabic Learning with *Google Forms*

Based on the results of interviews that have been carried out by researchers to strengthen the validity of the observation data, that the use of learning carried out with the *Google Forms* goes well. This can be seen from teachers and students being able to carry out and take advantage of the use of *Google Forms* in the form of storing assignments and collecting exam assignments given online. teachers and students can send and receive school assignments anywhere and anytime via a laptop, smartphone or tablet that is connected to the internet. In addition, the use of paper (prints) in giving assignments can be minimized and can save costs. Meanwhile, the weakness of using *Google Forms* is that it is required to always be connected to the internet where at any time the connection can be interrupted or not available so that it interferes with the process of using *Google Forms.*

From the analysis obtained from the results of the mid-semester examination scores and the final examination scores, the average result of the student assignment collection was 80% of students with an average score of 75, and 20% of students had an average score of 80. The results obtained by students are 57% students with an average score above 70 and 43% students with an average score above 80, and the results of the final semester exams are

obtained by 75% students with an average score above 70 and 25% of students with an average score above 80.

CONCLUSION

Based on the results of the research findings and discussion above, that optimizing the use of *Google Classroom, Zoom Meeting*, and *Google Forms* in Arabic learning at Al Azhar Yogyakarta Boarding School as media and applications used in the learning process during the Covid-19 pandemic has a good impact for the virtual teaching and learning process of Arabic. Where the results of the analysis of student learning outcomes show good scores, namely, the average value is above 75. The collaboration of these three applications supports the learning process both in terms of educators and students. Because the three functions of this application complement each other from the ease of accessing the material, collecting assignments (*Google Classroom*), student activity in interacting (*Zoom*), and the implementation of the Arabic language test (*Google Forms*). So that the optimization of the three applications, *Zoom*, *Google Forms* and *Google Classroom*, becomes more effective and efficient in virtual teaching and learning activities.

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