



## Google Classroom Based Arabic Language Learning at Madrasah Tsanawiyah Negeri 5 Tulungagung

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### Abstract

The need for learning on digital applications or platforms is currently very high. Arabic language learning is entering an era of industrialization where access to learning already uses applications or digital platforms. The use of contemporary applications such as Google Classroom will change learning patterns from paper-based to paperless. This article aims to explain and analyze Arabic language learning based on Google Classroom media which has been carried out at Madrasah Tsanawiyah Negeri 5 Tulungagung. Employing a qualitative approach, this study analyzed descriptive data in the form of speech or writing and the observable behavior of the research subject. Data were obtained from interviews, observations, and documentation, where the authors conducted research by going directly to the field to find data at Madrasah Tsanawiyah Negeri 5 Tulungagung. The findings showed that learning Arabic using the online model via Google Classroom is very effective and efficient. Google Classroom becomes an alternative media to create changes in learning, it changes the learning environment which was originally traditional to an effective activity by utilizing facilities and attractive media to produce the maximum learning outcomes. This research is expected to provide a scientific contribution as a solution to the learning process in the digital era. The researcher advises future researchers that there is still a lot of online media that can be analyzed further.

**Keywords:** Arabic Language Learning, Digital Application, Google Classroom

### ملخص

إن الحاجة إلى التعلم على التطبيقات أو المنصات الرقمية مرتفعة جدًا حاليًا. يدخل تعليم اللغة العربية عصر التصنيع حيث يستخدم الوصول إلى التعلم بالفعل التطبيقات أو المنصات الرقمية. سيؤدي استخدام التطبيقات المعاصرة مثل جوجل كلاس روم إلى تغيير أنماط التعلم من الورق إلى الورق. تهدف هذه المقالة إلى شرح وتحليل تعليم اللغة العربية استنادًا إلى وسائط جوجل كلاس روم التي تم تنفيذها في المدرسة الثانوية الحكومية الخامسة تولونج أجونج. باستخدام المنهج النوعي، يقوم هذا البحث بتحليل البيانات الوصفية في شكل كلام أو كتابة والسلوك الملحوظ للأشخاص الخاضعين للبحث. تم الحصول على البيانات من المقابلات والملاحظة والوثائق، حيث أجرى المؤلف بحثًا من خلال الذهاب مباشرة إلى الميدان للبحث عن البيانات مباشرة في المدرسة الثانوية الحكومية الخامسة تولونج أجونج. أظهرت نتائج البحث أن تعليم اللغة العربية باستخدام النموذج الإلكتروني عبر جوجل كلاس روم فعال للغاية. يعد جوجل كلاس روم وسيلة بديلة لإحداث تغييرات في التعلم، وتغيير بيئة التعلم التقليدية سابقًا إلى نشاط فعال من خلال استخدام المرافق والوسائط الجذابة لتحقيق أقصى قدر من نتائج التعلم. ومن المؤمل أن يقدم هذا البحث مساهمة

علمية كحل لعملية التعلم في العصر الرقمي. ينصح الباحث الباحثين المستقبليين بأنه لا يزال هناك العديد من الوسائط عبر الإنترنت التي يمكن تحليلها بشكل أكبر.

**الكلمات المفتاحية:** التطبيق الرقمي، تعليم اللغة العربية، جوجل كلاس روم

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## Introduction

This research emerged based on a learning process which is an activity of two parties, namely teachers as facilitators and students as learners to convey messages in the form of cognitive, affective, and psychomotor skills.<sup>1</sup> In conveying this message, an intermediary is needed so that the value and delivery of knowledge can be achieved precisely on target.<sup>2</sup> These intermediaries are media and learning resources that support and influence learning success.<sup>3</sup>

Arabic is one of the foreign languages that must be taught in madrasas in Indonesia.<sup>4</sup> As a foreign language, there are some problems in the teaching-learning process.<sup>5</sup> The general assumption faced by Indonesian students who learn Arabic is that "Arabic is difficult".<sup>6</sup> In general, learning Arabic at all levels of education has not been as successful as expected.<sup>7</sup> It can be seen from the low interest and ability of most students compared to their ability and interest in mastering other foreign languages.<sup>8</sup>

Several factors influence the less-than-optimal student learning outcomes in learning Arabic.<sup>9</sup> Some of these are weaknesses in terms of planning, objectives, methods, models, materials, media,

<sup>1</sup> Saiful Anwar et al., "Arabic Teacher Pedagogic Competence in Managing Learning at Madrasah Aliyah Negeri 1 Bandar Lampung | Al-Kafa'ah At Tarbiyyah Li Mu'alim Al Lughob Al 'Arobiyyah Fii Idaaroti At Ta'Liim Bimadrasah Al 'Aaliyah Al Islamiyyah Al Hukuumiyyah Al Ulaa Bandar Lampung," Mantiqutayr: Journal of Arabic Language 3, no. 1 (September 2, 2023): 36–52. DOI: <https://doi.org/10.25217/mantiqutayr.v3i1.3783>

<sup>2</sup> Annisa Elita Rahmawati, "Development of the Quizizz Application Arabic for MTs," Mantiqutayr: Journal of Arabic Language 3, no. 2 (July 20, 2023): 135–150. DOI: <https://doi.org/10.25217/mantiqutayr.v3i2>

<sup>3</sup> Nurul Musyafaah et al., "Muhawalatun Takwini Maharati An-Nahwiyah Bii Tahtbiqi Ta'limi An-Nahwi Al-Qaim 'Ala Madzhabi Al-Kufah Fii Ma'Hadhi 'Adnan Al-Charish Bojonegoro," Mantiqutayr: Journal of Arabic Language 4, no. 1 (December 27, 2023): 136–58. DOI: <https://doi.org/10.25217/mantiqutayr.v4i1.3900>

<sup>4</sup> Mahyudin Ritonga et al., "Arabic as Foreign Language Learning in Pandemic COVID-19 as Perceived by Students and Teachers," Linguistics and Culture Review 5, no. 1 (2021): 75–92. DOI: <https://doi.org/10.21744/lingcure.v5n1.726>

<sup>5</sup> Evi NurSuroiyah et al., "Activating the Mnemonic Learning Model to Enhance Student Motivation in MTs Miftahul Ulum Situbondo," Mantiqutayr: Journal of Arabic Language 4, no. 1 (Januari, 2024): 91–104. DOI: <https://doi.org/10.25217/mantiqutayr.v4i1>

<sup>6</sup> M. Abdul Hamida, Uril Bahrudina, Muhammad Fadli Ramadhana, Halomoan Halomoanb, Diaya Uddeen Deab Mahmoud Alzitawic, "The Quality Improvement of The Interaction Indicators of The Arabic Language Learning in Higher Education," Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature 4, no. 1 (Januari, 2021): 59–70. <https://ejournal.umm.ac.id/index.php/izdihar/article/view/15919>

<sup>7</sup> Lilis Dwi Andarwati et al., "Learning Arabic Using Moodle Application Based E-Learning for Madrasah Aliyah," Mantiqutayr: Journal of Arabic Language 3, no. 2 (July 16, 2023): 102–19. DOI: <https://doi.org/10.25217/mantiqutayr.v3i2.3396>

<sup>8</sup> Dale Schunk, *Learning Theories an Educational Perspective*, VI, (Yogyakarta: Pustaka Pelajar, 2018), hlm. 328.

<sup>9</sup> Nawang Wulandari, "Development of TOAFL Media Based on Learning Management System For LAIN Metro Students," Mantiqutayr: Journal of Arabic Language 3, no. 2 (July 17, 2023): 120–34. DOI: <https://doi.org/10.25217/mantiqutayr.v3i2.3433>

and evaluation.<sup>10</sup> One of the most influential is the choice of strategy, model, and learning media.<sup>11</sup> Teachers' weaknesses in choosing them greatly influence the learning process.<sup>12</sup> A less attractive model will weaken students' motivation in reaching their achievement in learning Arabic.<sup>13</sup>

The challenge of learning Arabic is that most Arabic language teachers still use old-era learning strategies as well as models and media, while their students already use contemporary products.<sup>14</sup> This fact occurs in several Madrasah Tsanawiyahs, both public and private, in the Tulungagung area.<sup>15</sup> Currently, Arabic language learning is required to be more advanced, namely by utilizing cellphone/laptop media with an online learning model by utilizing freely available platforms and existing internet networks.<sup>16</sup>

Teachers' efforts to solve this problem are by holding IT-based learning.<sup>17</sup> There are lots of applications that can be used in online learning,<sup>18</sup> including WhatsApp, Zoom, e-learning, Google Classroom, Google Meet, etc.<sup>19</sup> At MTsN 5 Tulungagung, Arabic is taught using an online model, namely the Google Classroom application.

The information and technology development in this digital era has greatly influenced the current learning system.<sup>20</sup> Online learning aims to provide quality learning services in a massive and open network to reach more and wider interested people.<sup>21</sup> Blended online is learning that combines

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<sup>10</sup> Nely Rahmawati Zaimah, Eko Budi Hartanto, Fatchiatu Zahro, "Acceptability and Effectiveness Analysis of Large Language Model-Based Chatbot Among Arabic Learners," Mantiq Tayr: Journal of Arabic Language 4, no. 1 (Januari, 2024): 1-20. <http://arxiv.org/abs/2004.07213>

<sup>11</sup> Kamarul Shukri Mat Teh et al., "A Closer Look at Gender and Arabic Language Learning Strategies Use," European Journal of Social Sciences 9, no. 3 (April, 2009): 399-407. [https://www.researchgate.net/publication/268419377\\_A\\_Closer\\_Look\\_at\\_Gender\\_and\\_Arabic\\_Language\\_Learning\\_Strategies\\_Use](https://www.researchgate.net/publication/268419377_A_Closer_Look_at_Gender_and_Arabic_Language_Learning_Strategies_Use)

<sup>12</sup> Dina Indriana, Ali Maksum, "Implementation of The Special Arabic Language Learning for New Student at The Tarbiyah Maulana Hasanuddin Banten," Mantiq Tayr: Journal of Arabic Language 3, no. 1 (Januari, 2023): 53-69. DOI: <https://doi.org/10.25217/mantiqutayr.v3i1.31>

<sup>13</sup> Zamri et al. Arifin, "Language Learning Strategies of Non-Muslim Students Applied to Arabic Language Course Inside and Outside the Classroom," Ijaz Arabi Journal of Arabic Learning 4, no. 1 (April, 2020): 1-11. DOI: <https://doi.org/10.18860/ijazarabi.v4i1.9995>

<sup>14</sup> Jauharotun Nafisah et al., "Development of Nahwu Learning Module for Students of Madrasah Diniyah Wali Songo Sukajadi Lampung," Mantiq Tayr: Journal of Arabic Language 3, no. 2 (July 15, 2023): 90-101. DOI: <https://doi.org/10.25217/mantiqutayr.v3i2.3274>

<sup>15</sup> Syuhadak, Danial Hilmi, and Inayatun Rosyidah, "Arabic Language Learning with Multicultural Perspective at State Islamic Universities in East Java," LISANIA: Journal of Arabic Education and Literature 5, no. 2 (September, 2021): 129-43. DOI: <https://doi.org/10.18326/lisania.v5i2.129-143>

<sup>16</sup> Mahyudin Ritonga et al., "Arabic Language Learning Reconstruction as a Response to Strengthen Al-Islam Studies at Higher Education," International Journal of Evaluation and Research in Education 10, no. 1 (Januari, 2021): 355-63. DOI: <https://doi.org/10.11591/ijere.v10i1.20747>

<sup>17</sup> Indah Rahmayanti et al., "Pengembangan Formative Sebagai Media Evaluasi Maharab al-Istima' dan Maharab al-Qira'ah Siswa Kelas X MAN Kota Batu Malang," Mantiq Tayr: Journal of Arabic Language 4, no. 1 (Januari, 2024): 257-258. DOI: <https://doi.org/10.25217/mantiqutayr.v4>

<sup>18</sup> Sherly, Masrun, Hikmah Yustuti, "Development of Listening Skills Evaluation Instruments," Mantiq Tayr: Journal of Arabic Language 3, no. 1 (Januari, 2023): 1-10. DOI: <https://doi.org/10.25217/mantiqutayr.v3i1>

<sup>19</sup> Chaoqun Lian, "Arabic Language Learning Anxiety in Chinese Social Media: A Study of Discursive Habitus and Language Symbolism," ONOMAZEN: Journal of Linguistics, Philology, and Translation 12, no. 9 (April, 2021): 89-104. DOI: <https://doi.org/10.7764/onomazein.ne9.06>

<sup>20</sup> Eisyah Nautika Rahmi et al., "A Phenomenological Study of Arabic L Students' Speaking Skills at Modern Islamic Boarding School," Mantiq Tayr: Journal of Arabic Language 4, no. 1 (Januari, 2024): 257-258. DOI: <https://doi.org/10.25217/mantiqutayr.v4i1>

<sup>21</sup> Yusfar Ramadhan et al., "Tathbiqun Ān-Namudžāji Āl-Istīfāsari 'Alā Asāsi Āl-Tiknūhijyā Fī Dirāsati Āl-Imlā' Lādāy Āl-Thullabi Bil Mustawā Āl-Tsani Bījāmi'āty Āl-Amien Āl-Islāmiyyah Prenduan," Mantiq Tayr: Journal of Arabic Language 4, no. 1 (January 10, 2024): 196-212. DOI: <https://doi.org/10.25217/mantiqutayr.v4i1.3961>

face-to-face and online. It is implemented by preparing a learning system that requires direct involvement between students and teachers.<sup>22</sup>

Nowadays, learning using an online model (on the network) has become very interesting.<sup>23</sup> The existence of the internet as a medium with a high level of users is a factor that makes people increasingly fond of accessing various content via digital media. In the world of education, the internet with several new media such as Google Classroom makes learning more efficient, because it can cover material in one space that is effectively used in learning. And it can increase students' interest in learning so that it will influence student learning outcomes.<sup>24</sup>

Google Classroom is a free web service, developed by Google for schools, that aims to simplify creating, distributing, and grading assignments in a paperless way.<sup>25</sup> It can help educational institutions move towards a paperless system.<sup>26</sup> Creating learning assignments and distributing materials is done via Google Drive while Gmail is used to provide class communication.<sup>27</sup> Students can be invited to interact in the classroom through the institution's database or through personal codes which can then be added to the student interface.<sup>28</sup> Google Classroom has become a means of learning due to the increasing development of technology.<sup>29</sup> Technological didactic challenges in the form of technology for developing conceptual understanding,<sup>30</sup> are the challenges expected from the integration of digital technology in learning.

The scientific articles that support and discuss online model learning through Google Classroom media include a journal written by Swita Amallia Hapsari and Heri Pamungkas, entitled "Using Google Classroom as an Online Learning Media at Dian Nuswantor University". The results show that Google Classroom is a free access that makes it easier for lecturers in the e-learning process. The role of this media in the world of education produces a process that is very easy to carry out and can create equal opportunities for all students and encourage students to learn more about internet literacy.

<sup>22</sup> Kamarulzaman Abdul Ghani, Mohammad Shiham Mahfuz, and Abdul Jamir Md Saad, "Relationship between the Usage of Language Learning Strategies and the Level of Proficiency in Learning Arabic Ab Initio," *Asian Social Science* 10, no. 9 (September, 2014): 262–75. DOI: <https://doi.org/10.5539/ass.v10n9p262>

<sup>23</sup> Dan P. Dewey, R. Kirk Belnap, and Rebecca Hillstrom, "Social Network Development, Language Use, and Language Acquisition during Study Abroad: Arabic Language Learners' Perspectives," *Frontiers: The Interdisciplinary Journal of Study Abroad* 22, no. 1 (Januari, 2013): 84–110. DOI: <https://doi.org/10.36366/frontiers.v22i1.320>

<sup>24</sup> Zurqoni et al., "Has Arabic Language Learning Been Successfully Implemented?," *International Journal of Instruction* 13, no. 4 (April, 2020): 715–730. <https://eric.ed.gov/?id=EJ1270652>

<sup>25</sup> Hezi Y. Brosh, "Arabic Language-Learning Strategy Preferences among Undergraduate Students," *Studies in Second Language Learning and Teaching* 9, no. 2 (Februari, 2019): 351–77. DOI: <https://doi.org/10.14746/sslt.2019.9.2.5>

<sup>26</sup> Rijal Mahdi and Ahmad Asri Lubis, "Perspectives on the Arabic Language from University Student: Between Reality and Hope," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 3, no. 1 (Januari, 2020): 45–58. DOI: <https://doi.org/10.22219/jiz.v3i1.11757>

<sup>27</sup> Wildana Wargadinata et al., "Arabic Creative and Participative Learning: In Search of a New Way of Language Learning by 'El Jidal Reborn' Youth Community in Malang Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia," *International Journal of Advanced Science and Technology* 29, no. 8 (Agustus, 2020): 4319–32. <http://repository.uin-malang.ac.id/6491/>

<sup>28</sup> Azkia Muharom Albantani and Ahmad Madkur, "Musyabadat Al Fidyu: Youtube-Based Teaching and Learning of Arabic as Foreign Language (AFL)," *Dinamika Ilmu* 17, no. 2 (Februari, 2017): 291–308. DOI: <https://doi.org/10.21093/di.v17i2.854>

<sup>29</sup> Mahyudin Ritonga et al., "Analysis of Arabic Language Learning at Higher Education Institutions with Multi-Religion Students," *Universal Journal of Educational Research* 8, no. 9 (September, 2020): 4333–39. DOI: <https://doi.org/10.13189/ujer.2020.080960>

<sup>30</sup> Ismail Suardi Wekke and Maimun Aqsha Lubis, "A Multicultural Approach in Arabic Language Teaching: Creating Equality at Indonesian Pesantren Classroom Life," *Sosiohumanika* 1, no. 2 (Februari, 2016): 295–310. [journals.com/index.php/sosiohumanika/article/download/337/336](http://journals.com/index.php/sosiohumanika/article/download/337/336)

Scientific work was written by Abd. Rozak and Azkia Muharom Albantani, entitled "Arabic Lecture Design Using Google Classroom". The results show that this application can help lecturers and students carry out the learning process in more depth. This is because both students and lecturers can collect assignments, distribute assignments, and assess assignments at home or anywhere without being bound by time limits or class hours.

Another work written by Khairunnisa entitled "Analysis of the Use of the Google Classroom Application as a Learning Media in Increasing Student Learning Motivation". The results show that the use of the Google Classroom application as a learning medium has a positive effect of 80% in increasing students' learning motivation in vocational schools. In this context, the teaching and learning process can arouse desire, attraction, and motivation and stimulate teaching and learning activities, apart from that, Google Classroom can also help students to facilitate understanding of the subject matter. If a student is motivated by the learning media used by the teacher, interesting learning media, the material will be easier to understand if modified with learning media based on the Google Classroom application, then the student will be more likely to be loyal to learning. So that the learning process becomes more effective and efficient.

Terasne, Dira Permana, Agus Salim, I Made Permadi Utama, and Ahmad Hanan in their research entitled "Training on the Use of Google Classroom as an Alternative Learning Media During the Covid-19 Period for Teachers" found that the results of this activity were 1) teachers at SMPN 1 Praya The West can understand the use of Google Classroom with the indicator that teachers can create learning classrooms for all subjects online, 2) West Praya 1 Middle School teachers can understand the benefits of various functions of the Google Classroom features. Teachers have been able to operate Google Classroom e-learning as an alternative medium, but assistance is still needed until teachers understand and use it as a medium during the COVID-19 pandemic.

Apart from that, Rahmat Linur and Irmasani Daulay in their research entitled "Using Google Classroom in Arabic Language Learning" found that the application of the Google Classroom application as an Arabic language learning medium can be an effective tool in improving the learning experience and facilitating students' progress in understanding and mastering the language. However, you need to pay more attention to the optimal use of Google Classroom. The choice of learning media must also be adjusted to the material presented so that students can easily understand and participate in learning enthusiastically.

This article aims to explain and analyze Arabic language learning based on Google Classroom media which has been implemented at MTsN 5 Tulungagung, how to use it in learning, and the advantages and weaknesses of Arabic language learning based on Google Classroom media. The researcher's position between the five studies above is to focus more on efforts to find out the steps, strengths, and weaknesses of "Arabic Language Learning based on Google Classroom Media at MTsN 5 Tulungagung".

The reason why the researcher chose the research location MTsN 5 Tulungagung was because MTsN 5 Tulungagung is an IT-based school. Besides, there have been many achievements, both in the academic and non-academic fields, the infrastructure and facilities are complete and can support the Arabic language learning process, making it easier for students to learn Arabic and other lessons.

This research contributes to the understanding that educational philosophy is very important as a basis for implementing the learning process. As well as providing an understanding that the online learning model by utilizing existing applications such as Google Classroom is very effective in



making it easier for students to follow the learning process and it also keeps up with current developments by utilizing existing technology and networks.

This research was written based on the theory presented by Prihartini regarding the steps taken by a teacher in using Google Classroom to learn Arabic,<sup>31</sup> namely: First, create a class: the teacher must create a class in Google Classroom by providing a title and description that is appropriate to the subject or topic being taught. Second, teachers can invite students to class by giving them a class code or sending an invitation via email. Students can join classes by using the class code provided. Third, teachers can create learning materials, such as presentation slides, videos, or text documents, and attach them to class posts. Teachers can also create assignments, such as writing or reading exercises, and determine assignment deadlines. Fourth, teachers can send announcements to students via the "Announcements" feature in Google Classroom. Announcements may include important information, schedule changes, or additional instructions regarding learning Arabic. Fifth, after students submit assignments, teachers can assess and provide feedback via Google Classroom. Teachers can provide written comments or use the assessment features provided. Sixth, teachers can facilitate discussions in Google Classroom by using the "Discussion" feature. Teachers can ask questions or conversation topics related to Arabic and students can interact and share their opinions. Seventh, teachers can monitor and track student progress by looking at the assignments that have been submitted, the grades given, and their participation in discussions. This helps teachers in providing proper guidance to students.

## Method

This research uses a qualitative research approach with descriptive analysis. It aims to understand the phenomena experienced by research subjects holistically and using descriptions in the form of words and language, in a special natural context and by utilizing various natural methods.

The data source used in this research is primary data, namely data collected directly from the first source including the principal, vice-head of curriculum, Arabic language teacher, and several students. Secondary data included the data in the form of structured documents such as teaching journals, syllabi, lesson plans, and so on. Data collection in this research used three techniques observation techniques by directly observing Arabic language learning at MTsN 5 Tulungagung, in-depth interviews with the parties concerned using interview guide tools, and documentation. Data analysis is carried out during data collection and after conducting research. There are three ways to analyze the data including data reduction, data presentation, and conclusion. Finally, the validity testing in this research used several techniques including triangulation, discussions with colleagues, and extending the observation time.

## Result and Discussion

### Learning Arabic with Google Classroom at MTsN 5 Tulungagung

A learning model is a plan or pattern that is used as a guide in the teaching-learning process in the class. It is a guide for teachers in implementing their ideas. The learning model is a form of

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<sup>31</sup> Yogia Prihartini and Wahyudi Buska, "Lecturers' Speech Acts in Arabic Language Learning Interactions at UIN Sultban Thaba Saifuddin Jambi," *Al-Ta Lim Journal* 27, no. 1 (Januari, 2020): 41–57. DOI: <https://doi.org/10.15548/jt.v27i1.597>

learning that is depicted from start to finish which is presented in a unique way by the teacher. In other words, a learning model is a wrapper or frame for the application of a learning approach, method, and technique.

Referring to the definition of the learning model above, it can be concluded that the learning model is a material presentation technique used by teachers in teaching and learning activities in the classroom so that the lesson material can be absorbed, understood, and utilized by students well. So the learning model plays a very important role because the success of learning depends on the way the teacher uses learning models that are appropriate to the subject.

The online learning model is a learning method that is starting to be looked at by several educational institutions to facilitate the teaching and learning process, namely a learning model that utilizes information technology in the form of cyberspace using the support of an internet connection. One of the media used in online learning is Google Classroom, as used at MTsN 5 Tulungagung.

Google Classroom is an internet-based service provided by Google as an e-learning system. This service is designed to help teachers create and distribute assignments to students paperless. Users of this service must have an account on Google. Thus, Google Classroom is an application provided by Google for Education to create classrooms in cyberspace. This application can help make it easier for teachers and students to carry out the learning process in more depth. Learning using a class design that applies Google Classroom is environmentally friendly learning. This is because students do not use paper to submit their assignments.

Google Classroom can be used via multiple platforms both via computers and mobile phones. There is no charge for using the Google Classroom application, so you can use it according to your needs. According to the author's observations, at MTsN 5 Tulungagung the majority use mobile phones in learning, and only a very few use laptops/computers.

Online model learning at MTsN 5 Tulungagung started in 2019. Initially it was only specifically for test practice, but eventually in daily learning, it was mandatory to use the online model, including in learning Arabic. All students are required to bring cell phones to school every day for teaching and learning purposes.

### **Steps Using Google Classroom in Learning at MTsN 5 Tulungagung**

In online learning models, there are still special steps including steps in creating a Google Classroom and also steps in the learning process. Based on the author's observations, there are several steps in the online learning process at MTsN 5 Tulungagung as follows:

#### **Preparation Phase**

##### **1. Greeting**

The teacher starts learning Arabic by first saying hello to all students, then the students answer the greeting and pray together.

##### **2. Apperception**

The teacher provides apperception to students to awaken their spirit of learning and remind them of the material that was studied last week by giving oral quizzes so that students can recall the information or material that was obtained last week, and it is easy to relate last week's lesson material to the today's material.

### 3. Memorize the mufrodat together.

Every time they enter an Arabic lesson, students are invited to memorize the mufrodat together. That is, starting from 5 mufrodats repeatedly, and at each meeting, the number of mufrodats is increased by a minimum of 3 mufrodats. This is done by teachers to make it easier for students to understand the lesson material. Because the key to learning a foreign language is to understand the language by memorizing the existing language.

### 4. Preparation for entering the Google Classroom account

Teachers and students have different stages. The following are the stages as a teacher and student:

#### a. As a teacher

Firstly, the teachers open [www.classroom.google.com](http://www.classroom.google.com) use a computer or a cellphone. Then click sign in to start opening the classroom on Google Classroom. Next, Click continue to start creating a class using Google Classroom. Then, click "I am a teacher". Then, to start creating a digital class, select the (+) sign on the tab, then write the class name, then click (create) to start a new class. If successful, the next display is the dashboard page in the classroom. On the student's tab, click invite to join the class by displaying the class code. On the stream tab, click the (+) sign to add assignments, announcements, videos, assignment materials, and so on. Then, click select theme in the top right corner to add or change the theme image for the Google Classroom class. Finally, on the About tab, teachers can add descriptions of classrooms, calendar settings, and Google Drive folders.

#### b. As a student

The students are guided to open [www.classroom.google.com](http://www.classroom.google.com) and use a computer or a cellphone. Then click sign in to start opening the classroom on Google Classroom. After that, they must click Continue to start using the classroom. Then click "I am a student" and register or join the class by clicking the (+) sign and clicking Join class. Finally, Enter the class code according to the class or subject you are taking. If successful, the next display is the dashboard page in the classroom.

## Core Activities

### 1. The teacher divides students into groups.

To increase students' enthusiasm for learning, teachers use the cooperative learning model. With a group system, one class is divided into 6 groups. One group contains 5 to 6 students, and each group is formed by a group leader who is considered capable and has more understanding and who will later be tasked with being a tutor for his friends who are not yet able to understand the lesson optimally.

### 2. The teacher uploaded today's material.

Apart from using LKS books to understand the material, the teacher provides additional material which is uploaded to Google Classroom. The material uploaded is usually in the form of videos explaining the material, power points, mind mapping, and so on. This is done by teachers to attract students' interest in reading and understanding the material being studied.

### 3. The teacher explains the material.

Just uploading material is not sufficient for students' needs to understand the lesson material. Even though the existing material is in the form of videos, PPTs, or mind mapping, the role of the teacher is still very important here. The teacher is a facilitator in transferring the knowledge learned to students. The explanation from the teacher directly compared to the video media that has been



uploaded will produce a different understanding. So here the role of the teacher is very important in transferring knowledge and helping students to facilitate understanding of the material being studied.

#### 4. Students learn and understand the material presented

After the teacher explains the material studied today, the teacher allows students to reflect on the material that has been presented, while re-understanding it. If there is something that has not been mastered or understood, students are welcome to discuss it with group members, and if they do not find a solution, they can ask the teacher.

#### 5. Students try to test their understanding by practicing answering questions provided by the teacher.

After sufficient time has been given by the teacher to independently understand the material provided, students test their abilities by answering the questions provided in the Google Classroom application. Following the author's observations, at MTsN 5 Tulungagung they do not only use questions in Google Classroom but also have time to work on the material in the LKS (*worksheet*). Then students immediately submit answers and get the grades they get. If students use worksheets, students usually write answers in their notebooks and then correct them together or collect them into one and correct them by the teacher.

#### 6. After completion, students receive a score and find out where they made mistakes, then they see where they made mistakes and how they should be solved.

### Closing

1. The teacher gives an oral quiz to all students for the enrichment stage such as a quiz about today's material, usually in the form of a vocabulary drill and the Arabic qoidahs being studied.
2. The teacher provides a conclusion on the material learned today.
3. The teacher gives homework.
4. The teacher closes the lesson by saying hello.

### The Advantages of Google Classroom Media in Learning Arabic at Mtsn 5 Tulungagung

Everything has its advantages and disadvantages. The advantages such that it is easy to use, and very easy to use, because Google Classroom is designed simply. It refers to the instructional interface and options used for assignment submission and tracking, communication with the entire course or individuals is also simplified through announcements and email notifications. Besides, the use of Google Classroom can save time, Google Classroom is designed to save time because it integrates and automates the use of other Google applications, including documents, slides, and spreadsheets, and the process of providing document distribution, assessments, formative assessments, and feedback is simplified.

Another advantage is it is cloud-based, Google Classroom delivers a more professional and authentic technology for use in learning environments as Google apps represent most cloud-based enterprise communications tools used across the professional workforce. It is also flexible, the application is easily accessible and can be used by instructors and students in both face-to-face and fully online environments. This allows educators to explore and influence flipped learning methods more easily as well as automate and organize the distribution and collection of assignments and communications across multiple instructional milieus.

And of course, it's free, Google Classroom can be used by anyone to open classes on Google provided they already have a Google account and it's free. Additionally, it can access all other applications, such as Drive, Docs, Spreadsheets, Slides, etc. Just register an account with a Google

account. Finally, it is mobile-friendly, and Google Classroom is designed to be responsive. Easy to use on any mobile device. Mobile access to learning materials that are engaging and easy to interact with is critical in today's web-connected learning environment.

However, based on the results of the author's observations and interviews at MTsN 5 Tulungagung, there are several things beneficial in learning using Google Classroom such as it increases students' enthusiasm in participating in learning because it uses interesting media. As well as it improves students' understanding because teaching materials use multimedia that helps students understand the material

This software also increases student discipline, because when working on a task there is a certain time that has been determined, and it will automatically disappear if the time given is exceeded. It helps all materials can be covered in one application, makes it easier for students to access material anytime and anywhere, with just one click they can enter the required material folders. Finally, it is easier for teachers to check assignments and provide results directly to students.

### **Weaknesses of Google Classroom in Learning Arabic at Mtsn 5 Tulungagung**

Learning Arabic using the online model via Google Classroom is not without obstacles. The weaknesses or disadvantages of Google Classroom such that it is Web-based Google Classroom requires students and teachers to be connected to the Internet. Besides, it makes the learning individual or reduces students' social learning.

Another weakness is if participants are not critical and errors occur in the material, it will have an impact on their knowledge and it requires high hardware specifications and an internet network.

Apart from the weaknesses above, the researcher found several shortcomings in the online learning model using Google Classroom media such as learning tends to be training rather than education, teachers are required to master learning techniques using ICT, while some teachers are still not proficient in operating it. With computers, students do assignments carelessly, that is, if they finish, they can play on their cellphones.

From the presentation of the data above, researchers can analyze that Arabic language learning at MTsN 5 Tulungagung has implemented philosophical concepts, that is by applying the philosophy of reconstructionism. The school tries to advance education by creating something new including creating a learning atmosphere that is different from the usual lessons used in Google Classroom-based online learning.

The results are also quite good and satisfying, students' interest in learning increases. However, according to researchers, there are still several things that can be used as input, including there needs to be training for teachers to further innovate the display of learning material that is input into the Google Classroom forum, teachers need to supervise their students more, and provide understanding so that they can make good use of the gadgets they use, and familiarize students with knowing the place between using cellphones to study at school and playing with cellphones for personal enjoyment.

The stages of using Google Classroom in learning Arabic at MTsN 5 Tulungagung as described above, follow the theory presented by Al-Wasiti regarding the steps for using Google Classroom in learning Arabic. Even though it is following theory, in its application there are certainly advantages and disadvantages, which have also been explained by researchers as above.

## Closing

To make students easier to understand learning material, learning media is needed, but to attract students' interest in learning, interesting and modern or contemporary models and media are needed. One of the media used at MTsN 5 Tulungagung is Google Classroom media with an online learning model. The application of this learning model is one way for schools to create a new learning culture that is more effective, efficient, and attractive to students so that it will produce optimal learning.

The results of the research show that online learning makes the class more effective, students are more interested in learning using online models rather than conventional learning models which sometimes make them boring. The success of learning the Arabic language using this online model can be seen from the students' enthusiasm for participating in Arabic language learning, it shows that the application of reconstructionist philosophy at MTsN 5 Tulungagung has been successful.

Implementing Google Classroom is not without problems. The interviews found that online learning is sometimes hampered by internet network problems, limited time, and students' lack of focus on learning and playing games after completing the assignment. In this case, the researcher advises that after completing the assignment, the cell phone or laptop should be collected so that learning runs more regularly, and students pay more attention to learning.

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