Blended Learning Model Based on Google Form to Increase Learning Activity of Elementary School Students in PAI Subject

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\textbf{Abstract}

Since the beginning of 2020, the world has faced the Covid–19 pandemic which has had a major impact on various sectors such as social, economic, political, to education. In Indonesia, the government has set an online learning policy to reduce the risk of spreading the virus in the community. Even though in the middle of 2022, the Covid–19 pandemic has begun to sag, many educational institutions have not fully implemented face–to–face learning. The safety and health of students are the main consideration. Several educational institutions apply blended learning as a win–win solution to the problem of the effectiveness of delivering learning materials while still paying attention to health and safety factors. In this study, an analysis of the application of the Google Form–based learning mix model has been carried out for Islamic Religious Education (PAI) subjects at the elementary school level. By taking a case study at SDN Petojo Utara 01 Pagi, this study tries to answer the problem of whether the use of the Google Form–based learning mix model can increase student activity. The method used is descriptive qualitative research through literature study, and data collection methods are observation, interviews, questionnaires, and documentation. Based on the results of the analysis that has been done, it can be concluded that the application of the mixed learning model can make it easier for teachers to provide material and practice questions to students. The use of Google Forms also makes it easier for teachers to conduct assessments. The drawback is that it is difficult for students to access it, due to limited internet access or signal interference.

\textbf{Key words}: blended learning model, google form, student learning activity.

\textbf{Introduction}

Effective learning at this time educators can apply by using interesting media so that it can motivate students in learning, and make students active and enthusiastic in learning. As is the case at this time learning is still done online, so educators can use quizzes media, google form, youtube, zoom, and others.

According to Zakiah Drajat (1996:126), effectiveness is an activity or condition that has been designed and planned which can be seen to what extent the design can be achieved or implemented. Then continued by Sardiman (2017: 100) "Activity is an activity that is both physical and mental, namely: doing and thinking as a series that cannot be separated."

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Student activity can be determined by each teaching and learning process that takes place. In addition, the process of learning interaction essentially depends on the teacher and students. Teachers must understand the sophistication of technology that exists in this era. So that teachers can improve the quality of professional learning from technological developments to achieve learning goals, thereby increasing student learning activity and getting learning success in the cognitive, affective, and psychomotor fields can be achieved.

There are many types of activities that students can do at school. Student activities are not enough just to listen and take notes as found in traditional schools. According to Sardiman (2017:101), the types of student activity in learning are as follows: 1). Visual activities, including reading, paying attention to demonstration pictures, experiments, and other people’s work. 2). Oral activities, such as: stating, formulating, asking, giving advice, issuing opinions, holding interviews, and discussions. 3). Listening activities, for example, listening to conversations, discussions, music, and speeches. 4). Writing activities, such as writing stories, essays, reports, questionnaires, and copying. 5). Drawing activities, for example, drawing, making graphs, maps, and diagrams. 6). Motor activities, which include: conducting experiments and making play constructions. 7). Mental activities, for example: responding, remembering, solving problems, analyzing, and making decisions. 8). Emotional activities, such as: being interested, feeling bored, happy, excited, and passionate.

Every problem should be made efforts to overcome so that it can be an evaluation and even better in the future so that the learning process in the classroom becomes more active and will have an impact on increasing student learning outcomes. Efforts that must be made are that teachers should be able to apply learning models that are innovative to the existing curriculum and condition them with students’ circumstances so that they can motivate students to be active and feel interested in taking lessons. This will also greatly affect student learning outcomes. One of these learning models is the Blended Learning model.

Blended learning model According to Josh Bersin (2004:15) "Blended learning is a traditional learning that is equipped with electronic media/media technology", Meanwhile, according to Catlin R. Tucker (2012:11) "Blended learning is a cohesive unit (integrated/ inherent), meaning that it combines or combines traditional face-to-face learning with online components. Furthermore, according to Kaye Thorne and David Mackey (2007:113), Blended learning is mixed learning that utilizes multimedia technology, CD–ROM, virtual classes, voice mail, e-mail, video streaming, and so on. From this definition, the Blended Learning learning model can be interpreted as learning that combines or combines face-to-face learning (face to face) with ICT media, such as computers (online and offline), multimedia, virtual classes, the internet, and so on.

Along with the development of ICT today, smartphones offer several applications that can be used in terms of online-based learning activities. One that can be used as an internet/online learning activity tool is Google Form, which is part of the Google Docs component provided by the technology giant Google as software that can be accessed for free and is quite easy to operate.

According to Sudaryo et al (2019: 1), Google Forms or also known as Google Forms is one of Google’s features that aims to make it easier for users to make surveys via the internet. In today’s era, modern facilities are needed to facilitate access to information.

he reason the author chooses Google Form as a tool to increase learning activity is that in previous research developed by Siti Urifah the Effectiveness of Using Google Form Media on Increasing Student Responses in Doing Online Learning Tasks for SKI Subjects at MTS Bahrul Ulum Blawi in 2021, revealed that: Based on the data above, it can be seen that to increase student responses in doing online learning assignments for SKI subjects, media that can foster students’ learning enthusiasm is needed as in this study using google form media in learning so that if there are assignments or learning if using media will make effectiveness in the learning process and also learning is not monotonous which causes students to become lazy, their responses become weak, so learning is more effective when using media than not using right or by using the old media Siti Urifah (2021:111).

The results of the research above make the authors interested in using Google Forms as a learning activity tool. The author wants to package learning and questions about the activeness of learning PAI subjects in the form of a Google Form to make it easier for teachers to be active with students in PAI subjects. In addition to making it easier for teachers in terms of making questions, the use of Google Forms as a tool for learning activities also aims to streamline the tools used to evaluate the learning both in terms of time, cost, and energy.

In line with the above, the authors are looking for schools that already use the Blended Learning learning model and utilize Communication Information Technology but are still not optimal in using the Google Form application as a learning effectiveness tool, especially in PAI subjects. SDN Petojo Utara 01 has fulfilled the research requirements

Methods

Type of Research

This study uses a descriptive qualitative approach, a type of research in which the findings are not obtained through statistical procedures or other forms of calculation. The purpose of research with this approach is to describe
student activity in PAI subjects through the Google From Blended Learning learning model on PAI subjects in the implementation of daily assessments, mid-semester assessments, or Final Semester Assessments.

**Target/Research Subject**

The subjects or targets of the research in this research were fifty-fifth gradients of SDN Petojo Utara 01 with a total number of 30 students. In addition to students, the target of this research was in this case the author conducted a questionnaire from the Principal, Teacher Pjok, Teachers, 30 students, and 5 Guardians of class V students as well as interviews with the principal, 1 student, 2 teachers 1 guardian of students and the following is a list of informants.

**Research Procedure**

The research procedure used in this study is the researcher uses 4 stages procedure, namely the stage of data collection, data reduction, data presentation, and finally a conclusion.

**Data, Instruments, and Data Collection Techniques**

The data collection technique used in this study was to implement the Google Form-Based Blended Learning Model at SDN Petojo Utara 01 Pagi to increase student learning activities during the learning process. In this study, the authors obtained data in the form of questionnaire observations obtained from the Principal, Teacher Pjok, Teachers, Students, and Guardians of Grade 5 Students at SDN Petojo Utara 01 Pagi, who became informants/respondents in the Google Form-based Blended Learning Learning Model research to increase activity. Student Learning. Based on the results of the study, there were 30 students in class V, in this case, the author conducted a questionnaire from the Principal, Sports Teacher, Class Teacher, 30 students, s and 5 Guardians of class V.

**Results & Discussion**

**Data**

The following is a description of the research findings obtained from informants regarding the application of the Google Form-Based Blended Learning Learning Model on PAI subjects at SDN Petojo Utara 01 Pagi. The results of this research will be presented in the form of the image below:

![Figure 1. Targets and Subjects of Informants](image1.png)

**Figure 1.** Targets and Subjects of Informants

![Figure 2. Students Who Know the Use of Google Forms](image2.png)

**Figure 2.** Students Who Know the Use of Google Forms
Based on the results of the research obtained by the researchers, the results showed that of the total fifth-grade students at SDN Petojo Utara 01 Pagi, the Target and Subject of the informants carried out in this study were 56.3% of students in Figure 1, 35.4% of students’ guardians, 7% of teachers and the Principal 5%. While in Figure 2, 97.9% of students who already know the use of Google Form and 2.9% who do not know can prove that many students know the use of google form. In Figure 3, students have known about the Google Form application since Covid 19 91.7%, Class V and did not know 8.3%.

As for Figure 4, it can be seen that the activeness of students in using Google Forms in the implementation of the Daily Assessment (PH), Mid-Semester Assessment (PTS), and Final Semester Assessment (PAS) in PAI Subjects got an Effective 54%, Fairly Effective, 43.8%, Less Effective 2.2% and Ineffective 0 %. The 5th picture shows the
conditions felt by students in using Google Forms in the implementation of PH, PTS, PAS in PAI Subjects, students feel happy 68%, enough 31.3%, and not happy 0%.

Figure 6 shows the use of media used in the implementation of PH, PTS, and PAS in PAI Subject Google Form 27.1%, Google Form and paper as much as 72.9%, and Paper 0%. Figure 7 shows the obstacles experienced by students in using the Google Form Signal Interference 37.5%, Kouta 22.9%, not experiencing interference 29.2%, error 10.4%, and others 0%.

The 8th picture of the author shows the results of the results when using the Google Form-based Blended Learning Model, a. PH: Vulnerable scores of 90 - 100 as many as 3 students, Vulnerable scores of 80 - 90 as many as 16 students, Vulnerable scores of 70 - 80 as many as 10 students, Vulnerable scores of 60 - 70 as many as 1 student. b. PTS: Vulnerable scores of 90 - 100 for as many as 5 students, Vulnerable scores of 80 - 90 for as many as 15 students, Vulnerable scores of 70 - 80 for 10 students. c. PAS: Vulnerable scores of 90 - 100 for as many as 7 students, Vulnerable scores of 80 - 90 for as many students and 6 students, Vulnerable scores for 70 - 80 for as many as 6 students.

Conclusion

Based on the results of research and discussion regarding the use of the Google Form-based Blended Learning Model as an active tool for PAI Subject Learning at SDN Petojo Utara 01 Pagi, it can be concluded as follows: 1) In general, the use of Google Form as a tool for student activity in learning subjects Islamic education at SDN Petojo Utara 01 Pagi has been put to good use. Since the preparation of the learning outcomes plan, collecting data, verifying data, processing and analyzing data, providing interpretations and drawing conclusions as well as a follow-up from the teacher regarding student learning outcomes. 2) Overall, the teacher’s response to the use of Google Form as a tool for student activity on learning Islamic Religious Education subjects at SDN Petojo Utara 01 Pagi, gave good responses based on aspects of time effectiveness, cost, energy, ease of use/benefits and appearance/attractiveness. 3) Overall, students gave good feedback regarding the use of Google Form as a tool for student activity in learning...
Islamic Religious Education subjects at SDN Petojo Utara 01 Pagi, both based on aspects of time effectiveness, cost, effort, ease of use/benefits and appearance/attractiveness.

**Implication**

Based on the research results obtained, there are several inputs to be used as references and recommendations as well as contributions to the school and all teachers at SDN Petojo Utara 01 Pagi and for further research, namely as follows: 1). It is expected that the school will provide training for teachers related to the integration of learning activities using Information and Communication Technology (ICT), especially for PAI teachers. 2). It is hoped that this research can be used as reference material or reference for further research.

**Thank You Note**

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**References**