FIQIH LEARNING IMPLEMENTATION THROUGH GOOGLE CLASSROOM DURING THE PANDEMIC COVID-19 CLASS X IPA IN MA AL-MUHAJIRIN

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Article History
Received : 10-07-2022
Revised : 25-07-2022
Accepted : 28-07-2022

Keywords :
Google Classrom, Covid-19, Technology

Covid-19 is one of the problems affected by all sectors, especially the education sector. During the pandemic, all teaching and learning activities that started face-to-face must now be transferred to online learning. Technology is one of the most important things in the education sector, especially during the online learning period. So that initially technology was only used by some people, now almost all education actors use both teachers and students, the problem is that many students and teachers do not have the same facilities. From this, the authors are interested in researching a study entitled, Implementation of Fiqh Learning Using Google Classroom during the Covid-19 Pandemic Period in Class X IPA at Madrasah Aliyah Al-Muhajirin, Musi Rawas Regency. The data from this study were obtained by the author using the interview method conducted to class X fiqh teachers and class XI and XII fiqh teachers. The conclusion of this study shows that online learning in fiqh learning is carried out briefly, and simply begins with an opening greeting. The material presented is only in the form of videos and students are instructed to understand independently. The evaluation process is also fairly simple, which is done through the Google Classroom application, whose grades can be seen at any time, both by teachers and students.

Introduction

The Covid-19 pandemic has now reached its climax where almost the entire world has been infected by Covid-19. Unpredictable circumstances where the Covid-19 disease outbreak has brought urgent changes in various sectors. The

development of the Covid-19 virus has quickly spread throughout the world. Every day data in the world reports the increasing coverage and impact of Covid-19, as well as Indonesia since the beginning of March 2020 and then Covid-19 has quickly infected almost all parts of Indonesia. This situation has of course caused a lot of changes in various sectors. "A new policy also occurs in the world of education to change learning that must come to a classroom or a building, in this case the campus and school, to be sufficient at home. The government's recommendation to stay at home and physical and social distancing must be followed by changing the face-to-face learning mode to online."(Dewi, 2020: 56)

So the government also issued an order to carry out work and teaching and learning activities that previously were in schools and offices now must be carried out at home. On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Number 4 of 2020 concerning the Implementation of Education Policies in an Emergency Period for the Spread of Covid-19. provide meaningful learning experiences for students." (Dewi, 2020, p. 56). Education is one of the important elements in the progress of a nation. Education is demanded to be able to contribute and have an impact that is able to produce quality outputs and is able to synergize for the advancement of a nation and country. The world of education is always colored by various changes and problems, especially in Indonesia.

The pandemic that occurred in this century was an event that changed the entire order and regulations that apply and are applied in this country, education itself is one of the sectors that has received the most impact from this pandemic and has experienced many changes both in the system and until new regulations come out as a form of handling of this pandemic itself. Until now, schools throughout Indonesia are still doing online or online learning which automatically education actors must use and developing both media or learning tools and indirectly currently technology plays an important role in smoothing learning that is applied online and is even required and becomes a demand to use technology in learning.

According to Faisar Ananda, he stated that the rapid development and progress of modern science and technology has opened a new era in the development of human culture and civilization, which is known as the era of globalization. In this era, it is marked by the closer distance between the communication relations between nations and human cultures. The world appears as a unified system that is interdependent with one another. (syafruddin syam, 2016: 32)

Technology has become something that must be used as a means of education both methods, tools, media and models in learning activities, in this industrial revolution era technology is no longer an ordinary thing to use because considering the curriculum and pandemic that still haunts requires students to be active in learning. So now technology is no longer something foreign or put aside because it should be used in learning.

Education is one of the means for a change nowadays education is no longer using ancient methods but with technology it is hoped that learning will be more effective and efficient so that students are able to compete globally. A rational formula for education taken from Oemar Hamalik's book is as follows UUR.I. No.2 of 1989, Chapter I, Article I reads: "Education is a conscious effort to

prepare students through guidance, teaching, and / or training for their role in the future". (Oemar Hamalik, 2019: 2) So students must be prepared as best as possible by being taught, guided, and trained to be able to become competitive students.

Teachers as guides, instructors, and train students and transfer their knowledge must always understand the conditions of the times and the conditions of the people living in that era. Teachers are required to understand and must be able to take advantage of technology in this industrial revolution era and in the midst of a pandemic that is currently endemic as a form of devotion to Allah, Society, Profession, and Devotion in implementing their knowledge. Teachers are now required to use learning technology in the form of applications that can connect teachers and students so that learning activities continue, such as the google classroom application, whatsapp group, zoom, etc., and this is where technology is needed to help the teaching and learning activities take place.

We are also commanded by Allah to always study according to the word of Allah in Q.S. Al-Alaq: 1-5:

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِي خَلَقَ خَلَقَ ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ٱلَّذِي عَلَّمَ بِٱلۡقَلَمِ عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ

Translation: "Read by (mentioning) the name of your God Who created, He has created man from a clot of blood, Read, and it is your God who is most gracious, Who teaches (man) through kalam, He teaches man what he does not know."

In this case, teacher professionalism includes not only the ability to teach students, but also the ability to manage information and the environment (which includes learning places, methods, media, assessment systems, and facilities and infrastructure), but unfortunately not all students accept online learning systems determined by the government, where online learning requires students not to go to school but only at home to receive material via a smartphone screen, accept assignments online, present online, which are activities outside the habits of previous students.

So based on the recognition of one of the teachers at MA Al-Muhajiirn, at this time the school has been doing online learning, especially in the subject of fiqh, but seeing the phenomena that occur in the field some students claim that they still demand face-to-face learning besides parents They are also required to be able to become teachers and mentors of children at home instead of teachers at school and parents admit how difficult it is to teach or guide children in learning because they have to divide their time as much as possible with other jobs and it is quite expensive because they have to provide internet quota so they don't miss learning It seems that there are still many teachers who have difficulty doing online learning because they are deemed less effective and efficient, especially for students who do not have technology in the form of laptops and smartphones which are the main requirements for doing online learning during the pandemic.

Regarding this issue, it is a matter of consideration for the author in conducting research at Madrasah Aliyah Al-Muhajirin school and raising the title Implementation of Islamic Civilization Learning Using Google Classroom during the Covid-19 Pandemic Period in Class X Science at Madrasah Aliyah Al-Muhajirin, Musi Rawas Regency. to direct this research, it is necessary to

formulate a research problem, as follows how does fiqh learning planning, Implementation, and evaluating use google classroom during the covid-19 in Class X Science at Madrasah Aliyah Al-Muhajirin, Musi Rawas Regency.

Research Methods

This research was conducted in 2020. The research method used is a qualitative method. Lexy explained that qualitative research is "research that intends to understand the phenomena experienced by research subjects such as behavior, perception, motivation, action, etc., holistically and by means of descriptions in the form of words and language, in a way. natural context and by making use of various methods ". (Lexy J Moleong, 2018: 6.) The data collection technique that I do is by observation, interviews, and documentation. Because of the social distancing policy, interviews were conducted online, namely by video call. The subjects in this study were fiqh teachers in class X, XI, XII and class X students of Madrasah Aliyah Al-Muhajirin, Musi Rawas Regency. This research was conducted to find out how to plan, implement, and evaluate fiqh learning using Google Classroom during the Covid-19 pandemic. The research design was carried out through several stages 1) creating several questions that had been developed for both teachers and students 2) conducting online interviews through social media in the form of WhatsApp, 3) collecting good data from the results interviews and documentation and observations which are then filtered or selected for analysis.

In qualitative research, the data obtained uses various sources and uses various data collection techniques, carried out continuously until the data is saturated. In accordance with the research method, the writer uses qualitative data analysis techniques, which requires the author's reasoning in collecting data until the data is saturated by combining facts, information and data. So that the results obtained will be in the form of interviews, observations, and analysis of problems in the field. So that later we can get a clear picture of the problems that exist and conclusions can be drawn. Following the concept given by Miles and Huberman revealed that "activities in qualitative data analysis were carried out interactively and took place continuously at each stage of the research until it was complete, and the data was saturated. Activities in data analysis, namely using data reduction, display data, conclusion drawing or verification."(Sugiyono, 2015: 91)

The determination of the sample in this study has been predetermined with certain considerations and is considered to be able to provide information during the study (emergent sampling design). The trick is that the researcher chooses a certain person who is considered to provide the necessary data, then based on the data or information obtained from the previous sample, the researcher can obtain more accurate data from the next sample that has been determined.

So based on the type of data needed, in this study, what is used as purposive sampling by researchers is a group of objects that are used as a source of data in the form of people, objects, documents and so on. Based on the problems of this study, the data sources were the Fiqh class X IPA teachers and the X IPA class X students. Furthermore, the documents include: School Organizational Structure, School History, teacher data, student data, and data on tools and media in schools.

There are 3 data analysis techniques in this study, namely 1) reducing data, namely sorting and selecting from the data that has been obtained and then

summarized so that it is simpler 2) presenting data, from the results of the data that has been reduced then the data is presented which can be presented in the form of tables as well as graphics. 3) analyzing the data, where the data that has been selected and then presented are then drawn simple conclusions so that later it is easier to understand.

So in this conclusion all the data taken can answer the formulation of the problem from the start but may also not because the problems in qualitative research are temporary in nature and can still develop over time while the researcher is in the field. In this study, because it focuses more on the use of Google Classroom as a contemporary medium for learning that is considered new, the problem may develop as the research progresses.

Results and Discussion

This pandemic era is an era that has quite a lot to change life in the world of education and technology, education is one of the bases for the development of a country to be one of the things that has a big impact. Likewise technology, the era of new technological pandemics is increasingly emerging to make appropriate and efficient contributions. In fact, in its implementation, technology is used by education actors to assist teachers and students in learning. This is what is called an online school, the world of education has now shifted to online learning which requires teachers and students to meet in a virtualized form, of course there are various kinds of risks faced by teachers and students and all of these risks are of course different, they have to deal with technology which they have never met before, parents must be able to become reliable teachers for their children, so that they increase expenses to get the best education for their children.

Often times we hear the word implementation, but many of us do not know the true meaning of implementation itself for a scientific work by default. Implementation itself, we often hear the meaning of implementation, but according to KBBI implementation is "implementing and implementing."(Gade, 2014: 415) In more depth, Fullan in Diding's journal states that implementation is defined as "a process in implementing a new idea, program or set of activities in the hope that other people can accept and make changes."(Gade, 2014)

So it can be concluded that implementation is a set of processes in order to provide an assessment, evaluation, and become a bridge to measure a rule whether the regulation is working well or not, so that it can be given an assessment whether there should be an evaluation of a specified program or not.

In the scope of learning education, sometimes it is difficult to convey if it is only with books or internet sources, so that the material presented can be easily understood by students, tools or media are needed, not only material that is easy to understand but educators can save time and the material can be delivered as a whole.

According to Muhamammad Yaumi, "Media is often put in the word mass, mass media, which can be seen in the form of newspapers, magazines, radio, video, television, computers, internet & internet, and so on." (Yaumi, 2018: 5) Based on this opinion, it can be interpreted that the media is an intermediary or introduction in a lesson to convey material effectively and efficiently as well as one of the components of communication, namely there are people who carry messages and message recipients so that communication occurs.

Lots of people understand learning as a form of teaching and learning activities, even though learning itself has many functions and goals besides educating students, learning has a very important role in building the character of students. m In general, the notion of learning is the process of interaction between students/teachers and learning resources in a learning environment which includes teachers and students who exchange information. Learning is an assistance provided by educators so that the process of acquiring knowledge and knowledge can occur, mastery of skills and character, and the formation of attitudes and beliefs in students. Learning according to Oemar Hamalik "learning is a combination composed of human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives." (Oemar Hamalik, 2019: 57)

It can be concluded that learning is a process of interaction in conveying information as well as the existence of a well-structured combination of human, material, facilities, facilities and infrastructure and procedures in order to achieve the desired learning objectives. Because the learning paradigm is constantly changing, the success of learning activities in schools is not only determined by the teaching staff, but the activeness of students has a big influence on the success of learning. Learning has a very broad impact on the continuity of human life, we know that Indonesia is a country with various ethnicities and languages and all of that we need to know with a proper study. Likewise in this pandemic era, of course, new ideas are needed for learning to continue until in the end all learning is transferred to the home with virtual media or cyberspace.

During the current pandemic, technology has become something that must be used in the world of education because based on the decision of the government, learning is done online or online and this is very familiar because it is related to media and technology. Then came the learning media used for online learning in the form of applications or software that can help both schools and institutions in carrying out learning and this is of course evidence of a technological advancement that forces producers to facilitate consumers in the form of online or online learning support applications

There are many applications that support online learning that are implemented in the midst of the current pandemic, one of which is Google Classroom, which is probably almost every school uses, Google classroom itself is a multi-platform application which can be used on computers or smartphones Google Classroom is present as a form of current civilization which technology dominates in teaching and learning activities.

Abdul Latif et al stated that Google Classroom is "an application made by Google officially released in August 2014", (Latif dkk., 2019:72) where this application is of course deliberately made with the aim of moving the classroom online, so both teachers and lecturers can still meet face to face but online and of course Of course, this really helps educators when they are required to study at home, like the current situation in the midst of a pandemic, everything must be done online, including schools, and this is the best solution for educators to make their space easier and more efficient.

According to Hamni in Bekti Mulatsih said that. "Google Classroom is an application that allows the creation of classrooms in cyberspace. In addition,

google classroom can be a means of distributing assignments, submitting assignments and even assessing submitted assignments". (Mulatsih, 2020:18)

The judge in Bekti Mulatsih stated that Google classroom is designed to facilitate teacher and student interaction in cyberspace. This application provides an opportunity for teachers to explore the scientific ideas they have for their students. Teachers have the flexibility of time to share lesson material and give independent assignments to students. Teachers can also open discussion spaces for students online. Through the Google Classroom application, it is assumed that learning objectives will be easier to realize and full of meaning. Therefore, the use of Google Classroom actually makes it easier for teachers to manage learning and convey information appropriately and accurately to students. (Mulatsih, 2020: 19)

So it can be said that the Google Classroom application has had a significant impact on online learning during the pandemic, which is indeed the goal so that teaching and learning activities are not hampered and can provide space for teachers and students to carry out learning to be more effective and efficient. During this pandemic, contemporary media is developing very rapidly according to the needs and google classrooms are present as a form of adaptation to the times, as online learning media that can help, google classrooms are widely used by educational actors, both teachers, lecturers, students, and students, but google This classroom is widely used by teachers and students because it is felt to be more suitable and efficient. And many claim that they feel helped by the presence of google classroom as a learning application that helps many people, of course, making google classroom always undergoing updates so that later it can be used comprehensively and more widely.

Learning Islamic religious education generally includes three main aspects, namely faith, sharia and morals. From these three aspects, fiqh (sharia) material has an important role in the Islamic religious education curriculum. Fiqh itself (both worship and muamalah) is closely related to the understanding and practice of the values of Islamic teachings. this is in accordance with the meaning of fiqh both etymologically and terminologically, where the understanding and implementation of Islamic laws originating from the Al-Qur'an and Hadith are 'amaliyah (practice) which are extracted from their detailed arguments.(Saleh, 2013: 195) The science of fiqh is one of the lessons that discusses various rules of life, be it economic, legal, social, or educational, to branch matters that may be newly discovered. According to the term put forward by Abu Hanifah fiqih is "human knowledge of rights and obligations." (Kementerian Agama, 2014: 6)

So it can be concluded that fiqh discusses the rules covering all aspects of human life in Islam, both regarding sharia, faith, worship, and morals. If we look at the definition of fiqh above, we can understand that the science of religion is not just discussing spirituality or just daily worship but religious science itself discusses all aspects of human life, be it economic, socio-cultural, political, to constitutional law even though Islam has explained it. both those contained in the Al-Qur'an and the Hadith of the Prophet.

Implementation of Islamic Fiqh Learning Using Google Classroom

This research was conducted on 2 fiqh teachers and 6 remaining class X students at Madrasah Aliyah Al-Muhajirin and all students were carrying out online and offline learning for students who had difficulty in learning online. Based on the data that has been obtained from the interview, the writer can conclude that fiqh learning planning using google classroom is simpler where the teacher only prepares material that can be downloaded on YouTube or Google in the form of videos and document files, when learning activities the teacher only gives the opening greeting Subsequently sending material without explaining it was like face-to-face before the pandemic, then the RPP was made unusual, namely using a simpler emergency lesson plan. Google classroom a little difficulty when dealing with signals, because they have to send pictures or videos and internet quotas that must be ready at all times or students with middle and lower economies because they do not have adequate facilities, and also students have more difficulty understanding the material to the whole. And they prefer to go to school face to face because the planning is more detailed, organized, directed, and thorough. Students also have a plan that should be considered where in this situation students prepare time, quotas and technology to support learning.

This lesson plan must also be prepared by students, be it technology, applications, to internet quotas so that learning continues. More than that, there are still many students who feel unable to cope with this online learning so that they are given an offline solution, where assignments and materials can be taken to school so that students who still have online limitations can continue to learn even though they are not as detailed as face-to-face. As for the planning of fiqh learning using Google Classroom, the researcher asked Eka the following interview results

> "I only prepare the media, the media for learning such as taking from YouTube according to the material, yes it is simpler in my opinion, but we still use printed books at school as a guide and reference for preparing the material" (Interview, 5 October 2020).

If we look at the planning that is prepared is very easy and simple, but it all still requires various kinds of references and proper processing so that the material can be conveyed, it is different when face to face with a book we can provide various kinds of analysis, examples, can develop the material accordingly. with the facts that exist in the environment, so that students can better understand and can directly practice the material given. This online material, the teacher has taken too much effort to make the material, but sometimes it is not read or seen by the students, because according to them the material can be seen at any time, and this is the fault of most teachers where they never explain it directly virtually, The main cause is that online learning is like informal learning, even though the location of the formality of learning is the interaction between teachers and students as a whole even though it is virtual and there is actually a solution, but because teachers prefer the simple way to just provide material, many of them students complained and felt they did not get an understanding of the material given. Of course this can affect the future, especially when this online learning, we all never know when it will end.

Seeing the results of interviews conducted with fiqh teachers that indeed during this pandemic, not only the learning system had changed, but all

components, including lesson plans, media, and materials were all changed according to the current pandemic. Regarding this, learning planning looks simpler, but from the student's point of view, many students find it difficult to plan because apart from preparing media and internet quotas, students are also required to provide time at any time to receive materials and assignments that are sent from time to time by the teacher. , so there are still very many students who demand to do online learning. Students feel that the burden to be faced is doubled, with many tasks being given timelessly. It's not just a lot of assignments, but there isn't any material that can be understood by students, and this has an impact on the emotional level of students when there is too much stress. If you pay attention, this has not been minimized with the right solution, and it should be a common problem so that education during this pandemic can run effectively.

Table 1
Presentation of Data About Islamic Fiqh Learning Planning Using Google
Classroom

No	Planning Component	Result
1	Educator	- Emergency RPP - Subject matter - Able to use learning applications
2	Students	- Setting up internet quota (although not all students are deemed capable) - Ready to receive materials in any condition - Preparing time and energy until the end of the lesson

Source: Research Results

Picture 1
Online Interview with Eka Samuningsih
(Fiqh teacher class X MA Al-Muhajirin)

The implementation of fiqh learning using google classroom only provides material in the form of videos or document files, where the teacher only allows students to understand for themselves. (Interview with Mrs Eka Samuningsi at 05 October 2020) Without direct explanation such as face-to-face learning, after that students are given assignments, based on the material provided. So that students understand very little of the material because of the lack of more detailed explanation directly from the teacher to the student. Of course this can cause a setback in thinking for the future. Of course, the implementation of fiqh learning

with google classroom is very different from face-to-face, where seen from the RPP that was circulated, it was a special RPP for the pandemic period supported by the media used which was deemed simpler and more helpful for teachers to provide material during this pandemic. This of course has another impact for both teachers and students, where when viewed with simple material students feel they do not understand the material provided coupled with the absence of a comprehensive explanation from the teacher, making students feel overwhelmed in understanding and studying the material.
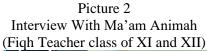
Even if learning is done online there should be further initiatives and solutions for the future so that students can understand the material well, we all know that online learning will have a direct impact not only on students, but teachers, and parents, it should be we think about this for the betterment of students. Because this pandemic has a very large impact on the education sector, there should be good cooperation between students, teachers, schools and parents so that educational goals can be achieved as desired. The implementation of this learning is an important part of learning, where that is where the interaction between teachers and students occurs, it should be packaged as well as possible so that the class becomes more attractive than face-to-face learning or at least almost approaching face-to-face learning, seeing the many admissions from some students who still want To carry out face-to-face learning, is a challenge for teachers and the school, to provide a more attractive and less boring classroom atmosphere, create an atmosphere that students miss, so that learning does not feel bored, and students become more interested in joining the class.

The most basic thing that a teacher can do is to provide material in an unusual way even online, isn't it precisely with online learning that we are more creative in packaging material, explaining material, and helping students in learning. Explaining the material that we have created can be an appropriate method to attract students' interest, because as long as researchers observe most online learning that is carried out in schools is only providing material and assignments. And this has a very fatal impact, because it can cause a setback in thinking in students, students become difficult in logic and analysis, because of a lack of discussion and an invitation to think. And it is supposed to improve the implementation of this learning so that with concrete solutions by establishing the right cooperation so that the objectives of the education are achieved so that it can produce quality and superior output.

Table 2

Presentation of Fiqh Learning Implementation Data Using Google Classroom

No	Presentation Component	Result
1	Implementation of Learning	- Student Absence - Time Allocation - Explanation of the material
2	Learning Media	The teacher sends assignments or materials to the class forum on google classroom.
3	Reference Material	-Youtube videos -Google -Printed book

Source: Research Results

Picture 2
Interview With Ma'am Animah
(Fiqh Teacher class of XI and XII)

The evaluation process itself is something that must be done both by teachers to students and schools to teachers, so it should be done well in order to produce quality output, if face-to-face the teacher conducts evaluations through various kinds of exams, then this is still the same. when online, but with a different format because the evaluation process is carried out online, all the questions are made simpler so that students don't mind answering, but sometimes this evaluation process is only done to meet the requirements in learning so it is carried out carelessly and not according to the rules. (Interview With Ma'am Animah, at 14 October 2020). This is what causes thinking setback in students, students feel it is facilitated but it will be difficult in the future. If we see that all questions and answers can be accessed on google pages easily, and this does not rule out all the answers given by looking at google, it would be a shame if the average student does something like that, and this should be an important concern for teachers, by providing a good and thorough evaluation.

We all know this evaluation is important for students and teachers who can determine the teacher's assessment of students, have a significant impact on the scores obtained by students, and for the evaluation process it is not too complicated so that it has an impact on satisfactory grades, but for understanding the material it is still very minimal for students. So that many students find it difficult, because there are still many students who feel that the material provided cannot be understood independently, but it needs an explanation from a teacher to make it easier for students to learn about fiqh learning. Even though the evaluation given looks easy, it is likely that students do not understand the purpose and meaning of the material presented. Due to the lack of direct explanation from the teacher and this is one of the difficulties for students. However, the evaluation process is not much different when face-to-face, the evaluation process is carried out through daily tests 1 daily test 2 and semester exams, of course the format of the questions made is very different from the exam questions face to face. All exam questions are made multiple choice in order to make it easier for students to answer, but this evaluation process is not only given from teacher to student but the teacher also has an evaluation by providing online learning reports to the school, and this is done to prove that online learning is indeed being carried out even at home.(Interview With Mrs Eka Samuningsih at 05 October 2020)

This pandemic period became a point where evaluation was no longer a scary thing, but it became commonplace and easy for students, in fact the evaluation was carried out to recognize how far the students understood the material and understood the material provided until it was not implemented when it was implemented. violates the rules, but it seems as if everything becomes easy with the various kinds of technological sophistication that exist, in other words it helps but actually has an influence on students who can determine the future life of students, and this is what should be considered from the start, an important concern by honing creativity how This evaluation is still carried out but is able to leave meaningful marks for students as provisions in their next life.

Table 3
Presentation of Fiqh Learning Evaluation Data Using Google Classroom

No	Evaluation Component	Result
1	Reflection Material	Provide reflection material before taking exams or giving assignments through class forums in google classroom.
2	Daily tasks	Give assignments after providing teaching materials through google classroom
3	Daily Test, Mid Semester, Semester Examination	It can still be done even if it is online, by minimizing the questions and turning them into multiple choice
4	Student scores	Provided online through google classroom which can be seen by students and teachers at any time.
5	Evaluation Media	*Google Classroom* as a medium for evaluation in fiqh learning.

Source: Research Results

Learning evaluation in this pandemic period should have more interesting variations even though it is simple and only through virtual, because evaluation has an important role for the continuity of student thinking, helps students in analyzing, and is creative in learning. able to provide solutions that can solve existing problems. With the existing facts, this online learning has a positive impact as well as a significant positive impact, therefore we should make good use of it as a lesson, and evaluate material for all of us to stay professional with our respective jobs.

If we look at the class sketch in Muhammad Imaduddin's book, he states there are 4 things that should be done by educators and students during learning through google classroom, namely. *First*, Educators make assignments or questions. In this case, educators can post assignments in one class or several classes held or even to individuals in the class by setting time limits. If later educators attach material, they can control access to the material. And when students work on assignments, educators can see progress, provide comments, and edit documents. *Second*, Students submit assignments. Students work on assignments by viewing document files, editing, or editing individual document copies. Students can also attach document files, links, or images to their assignments. When finished, students submit assignments. Before the specified time limit students can edit, cancel assignments, make changes, and resend. After

completion, students submit the Drive file, and only educators have access to edit the file. *Third*, Educators assess assignments. Here educators can write notes on students' assignments, add value, and return them to students. *Fourth*, Learners see value. Learners see their grades. If the assignment contains a Drive file, students can return to edit access to the file and can work again, if needed.(Muhamad Imaduddin, 2018: 6)

So it is actually good planning, implementation, and evaluation online. It must be done properly and professionally, considering that during this pandemic, we all don't know when it will end, so this online learning provides us with some experiences for the future, provides useful education as educators and students, and this must be considered carefully following the correct online learning procedures, the real problems can be resolved.

Conclusion

The planning prepared by the teacher for learning fiqh using google classroom is simpler, where the teacher only prepares materials, quotas, and cellphones which can be taken from printed books, google, and youtube. The material given varies in the form of videos or document files. And then the material is given to students in the class forum contained in Google Classroom. Furthermore, the teacher invites students to understand the material provided independently and then given an assignment according to the material given. Of course this has an impact on the evaluation process which is considered easier. Because it is easy for students to surf to google to find answers to the questions given, and of course it makes it easier for teachers to provide assessments in google classrooms whose scores can be seen anytime and anywhere.

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