

Digital Platform Elaboration Skills for Islamic Religious Education Teachers

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ABSTRACT

This article tries to integrate digital platforms and presents how the most effective flow to be used in PAI learning, especially in the context of educational technology materials. This literature study focused on the analysis of various journals, articles, and related websites. This research aims to explore the potential of Google Classroom in improving the quality of Islamic Religious Education (PAI) learning. Drawing on the related literature, this study analyzed how PAI teachers can leverage Google Classroom to create more effective, engaging, and interactive learning. An analysis of various journals and related articles was also conducted. It can be seen that Google Classroom has great potential in improving the quality of PAI learning. Allows teachers to create a more flexible and engaging learning environment for students. Additionally, integration with other platforms such as Google Docs, YouTube, Google Slides, and other platforms allows teachers to present a more varied range of learning materials. However, the study also identified several shortcomings in the use of Google Classroom, such as network limitations, originality of student answers, and teachers' understanding of technology. Therefore, we tried to improve the quality of teachers' understanding of Google Classroom because it can be an effective tool in improving the quality of PAI learning.

Citation:

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INTRODUCTION

Generation Alpha and Generation Z are very familiar with the technology. In this context, a teacher is not only required to be able to use certain technologies. However, it is also necessary to be able to unite with the technological environment owned by students (Widodo & Rofiqoh, 2020). Bringing two technological environments together in three different generations is certainly not easy. The establishment of modern habituation has affected all aspects of human life, including education. Understanding the use of technology at the level of pedagogical engagement provides valuable insights into the relationship between technology and teaching and learning (Dzikri, 2023). Pedagogy involves various forms of interaction between three main elements: teachers, students, and the domain of science. These three agents form the elements in the triangle of interaction (Garrison, 2011).

Many prospective teachers have not mastered technological developments to integrate them into education, especially in the use of Google Classroom. Prospective teachers may already know a lot about Google Classroom to collect assignments when they are still students but lack mastery of Google Classroom in creating classes to provide knowledge and assignments to their students.

Google Classroom has recently been widely used in the world of education, especially when teachers teach in a hybrid way. Post-pandemic Google Classroom has become a normalized phenomenon. The phenomenon of normalizing the use of Google Classroom does not guarantee effective use in the context of practice or the context of learning. Of course, certain strategies are required to increase the use of Google Classroom, which was previously normalized as an ordinary tool, into a tool that is really useful for learning Islamic Religious Education (Dedy et al., 2021).

The topic of discussion about Google Classroom has been discussed a lot in previous research, such as research conducted by Shampa Iftakhar entitled "Google Classroom: What Works and How?" with the results of the presentation of the potential use of Google Classroom (Graham & Borgen, 2018). Accordingly, research was also conducted by Almio Susetyo Harjanto and Sri Sumarni with the title "Teachers' Experiences On The Use of Google Classroom" with the results that the use of Google Classroom by teachers in its use in the learning process in the classroom (Harjanto & Sumarni, 2019). Also, previous research conducted by Shahinaz Abdelrahman Osman Basher entitled "The impact of Google Classroom application on the teaching efficiency of pre-teachers" with the results of research that discussed the efficiency of using Google Classroom in learning for teachers (Basher, 2017).

This study discussed the specific context of the use of Google Classroom, especially in terms of use by teachers in the learning process. This study has a difference in discussion from previous studies where the previous study only analyzed Google Classroom in terms of its intuitive use, while this study really presents a structured flow that collaborates Google

Classroom with other digital platforms that students are not yet familiar with. Every year, educators can collaborate on newly launched or newly emerging tools with the parent Google Classroom.

The purpose of this paper made by the research team is to explore the use of Google Classroom so that it can be more optimal in the learning process both in the classroom and outside the classroom or for assignments to students both as homework and direct assignments in class. Specifically, the purpose of this study is to provide knowledge about the use of Google Classroom, which can be elaborated on with various platforms accompanied by image tutorials to make it easier for teachers to understand what is conveyed in this paper. The elaboration between the platforms is in the form of Google Classroom with Google Drive, Google Slides, YouTube, Google Docs, and Google Form. In addition, these platforms are actually just an illustration of how to elaborate Google Classroom with various other digital platforms.

The success of platform elaboration in learning will be easy to obtain if teachers can provide a harmonious view that is easy for students to understand. This understanding also depends on the full support of both students, as well as other stakeholders in the school, and student guardians as the main providers of student needs in learning. Effective learning to achieve various learning goals that are relevant to the development of the times is very necessary to advance students to face a fast-moving world.

This research was carried out based on the idea that teachers must continue to keep up with the fast-paced times, including mastering various digital platforms that are currently very important. The expert Staff of the Minister of Education and Culture, Arie Budiman, in the commemoration of National Teachers' Day in 2017, said that teachers must respond with the right strategy so that students can win the competition (Budi, 2017). Therefore, teachers are required to master various digital technologies with which students are familiar, so teachers dealing with these conditions must have knowledge about digital technology. One of the technologies in the form of a digital platform that is important for teachers to use is Google Classroom. Therefore, the researcher hopes that this article can be a means for teachers to achieve knowledge about the use of Google Classroom, more than that, so that teachers can master how to elaborate various platforms to support learning success.

This research has a distance or newness than previous studies. The novelty lies in the discussion where previous research focused on the benefits of Google Classroom that are felt or its impact on students. This research focuses on novelty in the form of a discussion that focuses on tutorials on using Google Classroom for prospective education practitioners. In addition, the researcher also presented how to use the feature to collaborate with Google Classroom and various other digital platforms.

This article is mainly aimed at prospective education practitioners who are generally Generation Z or the generation born from 1995 to 2010. Generation Z grows together with

the rapid development of technology, so Generation Z is required to understand the technological developments that exist to date. The development of technology has penetrated into various fields. The education sector cannot be separated from the rapid development of technology.

The rapid development of technology in the field of education requires prospective education practitioners, including those who have been in education for a long time, to demand that they become education practitioners forcibly. They are required to keep up with technological developments that are rapidly and unstoppably evolving. Prospective education practitioners indeed grow up along with technology. However, often, because of the rapid development of technology, they are required to face it with seriousness to continue to learn technology that continues to develop so that they are not inferior to other humans and that they can continue to live a life full of challenges.

Therefore, this research is intended so that prospective education practitioners who read the writings produced by this researcher know and can compete professionally where they are able to be technologically literate or information literate to continue to develop and always develop so that they are timeless. This shows that a better future needs to be achieved with various efforts carried out with efforts that are carried out as much as possible. Keep in mind, as a religious person, that effort alone is not enough, so it is necessary to pray to God Almighty so that the results obtained are maximized. Finally, it is necessary to have tawakkal surrender to God Almighty so that a religious person can accept it sincerely.

The form of the necessary effort is that prospective education practitioners must always study and learn, including learning how to use Google Classroom in learning both in the classroom and outside the classroom for a teacher, as the focus of presenting this research at the beginning was intended. Also, a prospective teacher needs to understand that Google Classroom can collaborate or be elaborated on with various other platforms that are useful in learning and as a form of digital-based technological educational development.

Technology is a tool that helps humans by making it easier for a person to carry out activities and live a comfortable life. Technology is often mistaken for a digital tool when they are two different things. However, the two have something in common, which is making human life easier. Even so, technology is not always digital. Even simple things like brooms and whiteboards can also be categorized as technology because it makes life easier. Digital technology can be commonly referred to as digital technology or digital-based because it is a tool that facilitates life on a digital basis.

An education practitioner needs to learn digital technology. Digital technology is followed so as not to be eroded by the times and follow the growth and development of children who grow up together with digital technology. The digital technology used in this study is Google Classroom, which is focused on teacher understanding. Google Classroom can also be elaborated on with various other digital platforms to facilitate the learning process.

METHOD

This study used a qualitative approach using the literature study method. This method was chosen because it provides flexibility in exploring various sources related to digital platform elaboration skills for Islamic Religious Education (PAI) teachers in depth. The literature study method allows researchers to conduct in-depth exploration of various literature, be it journals, articles, books, or other sources that can provide a more comprehensive understanding of how technology is used to support Islamic religious learning. With this approach, researchers can analyze various existing perspectives and filter information that is directly related to the research topic without having to be bound by the time and space limitations that are usually present in research that involves direct interaction with the subject. This literature study method also provided the flexibility to explore further existing theories, best practices, and challenges faced by PAI teachers in implementing digital platforms in the learning process. In this case, researchers can access various previous research related to educational technology, and more specifically regarding the use of digital platforms such as Google Classroom in the context of Islamic religious education. Thus, this approach was very useful in understanding not only the effectiveness of using technology but also the skills that teachers need to have in managing and utilizing the platform in order to provide an optimal learning experience for students. In addition, literature studies allow researchers to identify existing research gaps so that they can make new contributions to the development of science, especially in the field of Islamic religious education technology. Therefore, the literature study method was very relevant, as it can provide a broader and in-depth picture of the use of technology in the context of learning, as well as enrich the understanding of how PAI teachers can improve their skills in using various digital platforms in Islamic religious teaching (Lesmono & Siregar, 2021).

Keywords used in the search include "educational technology," "Google Classroom," "digital platform," and "Islamic religious learning." Literature studies allow researchers to collect data from a wide variety of journals, articles, books, and other sources relevant to the research topic, as well as provide in-depth analysis without the need to involve the subject directly. The source of this research is in the form of journals totaling 30 scientific literature selected based on the relevance of the theme, credibility, and contribution to the discussion of educational technology, especially the use of Google Classroom. Meanwhile, other parent presentations were obtained from direct tutorials on the use of Google Classroom, elaborated with Google Forms, Google Slides, Google Docs, Google Drive, and YouTube. Illustrations of the journals we use are presented in the form of infographics.

Each of these platforms has a specific role in supporting learning 1) Google Forms is used for formative and summative evaluation, making it easier for teachers to collect and analyze data from students. 2) Google Slides is used as an interactive presentation medium to explain the learning material. 3) Google Docs allows direct collaboration between

teachers and students in completing assignments online. 4) Google Drive becomes a container for storing and managing structured documents. 5) YouTube is used as an additional medium to present interesting and relevant learning videos. The analysis technique used is content analysis, including reading, recording data, reviewing, identifying, classifying data, and presenting and drawing conclusions. After collecting journals, books, and articles relevant to the use of Google Classroom in Islamic religious learning, the data was analyzed in a qualitative descriptive manner (Salsabila, Bunga, et al., 2023).

The next process after the data analysis was reducing the data that had been taken, collected, and analyzed beforehand. Reduction is the process of sorting, sorting, summarizing, classifying, and disposing of data that is not needed in research, while data is information in the form of writing, numbers, voice recordings, and illustrations in the form of videos and images. The data obtained in this study were sorted according to the needs of the research topic at this time. This process makes it easier for researchers to write research reports because the data has been processed before (Ansori et al., 2024).

The data in this journal was presented narratively because this type of research uses a qualitative approach. This narrative presentation is the presentation of data in the form of text that is arranged in accordance with the needs of presenting research results accompanied by illustrations of images to make it easier for readers to receive information on research results (Yonanda et al., 2022).

The narrative approach provides flexibility for researchers to elaborate on the findings in detail while maintaining the context of the research so that readers can better understand the research process and results. In addition, the narrative accompanied by illustrations of images or diagrams also makes it easier for readers to interpret the data visually, which is important to clarify the information conveyed.

The last stage of this journal is the drawing of conclusions, which is carried out by reviewing the entire results of the research and analyzing them carefully so that there are no errors in concluding the results of the research. Drawing conclusions in qualitative research is carried out inductively, namely by formulating the results of the research into a model, concept, theory, or definition. The process of drawing conclusions begins with data collection, which is then developed into data that is concluded in the conclusion section (Ansori et al., 2024).

This conclusion aims to provide a clearer picture of the application of digital platforms in Islamic religious learning, as well as provide recommendations for better implementation in the future.

RESULTS AND DISCUSSION

Educators can search for prayer illustrations using the keyword tahsin in Artificial Intelligence and then connect it to Google Classroom or Google Slides Plug-In (Extension). Islamic religious education is a process of instilling, strengthening, and developing Islamic

values fundamentally in students through the learning process so that these values can be manifested in students' daily lives, which are reflected in both external and spiritual behavior (Sa'diyah, 2022). Teachers as facilitators must be able to find various new learning strategies and learning media that are relevant to the learning material so that the cultivation of Islamic religious values can be realized properly (Lukman, 2022).

Education in the era of the Industrial Revolution 4.0 and Society 5.0 has received new challenges, especially in this era of rapid technological development, so various new technological innovations such as Artificial intelligence (AI), Internet of Things (IoT), Robots, Big Data, and others have emerged (Sumadi et al., 2022). This era also creates a new generation that is very close to technology, known as the digital generation or digital native. This generation has open access to existing technological advances, making them inseparable from current technological advances (Wahyudi, 2023). This is a challenge for the world of education in terms of improving the learning process, especially student learning motivation.

Learning media is one of the important aspects of increasing learning motivation. Learning that is only conventional using textbooks and lectures will make students bored, so the learning process is ineffective (Adim et al., 2020). The rapid development of technology has created various new learning media that teachers can use to support the creation of an effective and efficient learning process. One of the learning media that can be used is Google Classroom because this learning media can support student-centered learning. Besides, the use of Google Classroom learning media also makes it easier for teachers to deliver learning materials. The collaboration system with other learning media such as YouTube, Google Drive, Google Docs, and PowerPoint is also available in Google Classroom, which makes learning more interesting for students (Hanifah et al., 2020).

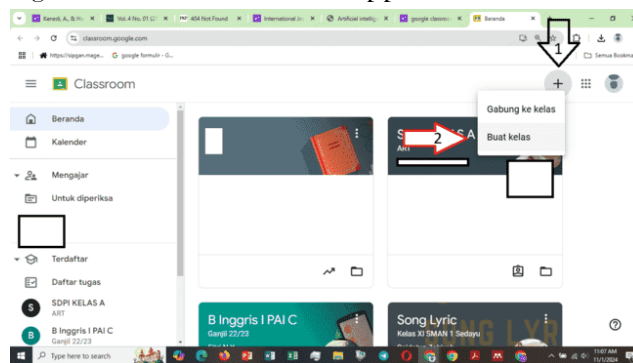
Learning media is a facility that teachers can use to assist in the process of delivering learning materials to students by collaborating on various interesting strategies so that students easily accept learning materials. Learning media must be used by teachers in the learning process to create different learning situations so that learning in the classroom does not seem monotonous and cause students to become bored (Salsabila et al., 2022). The use of learning media can also help teachers to increase student learning motivation through interesting learning methods such as cooperative, collaborative, inquiry, and project-based learning, in addition to new and never-before-known subject matter by students can be delivered using learning media (Rosadi & Karimah, 2022).

Google Classroom optimization is expected to be done by every teacher because, in addition to increasing learning effectiveness and student learning motivation, it can also increase teachers' creativity in carrying out learning. Teachers' creativity is very necessary. Creative teachers are able to manage learning by combining various learning methods. Besides that, they can also create new learning media that can support the learning process (Salsabila et al., 2023).

The use of Google Classroom learning media can also be used to train technological skills for teachers and students. Teachers can use a variety of features within Google Classroom, such as app collaboration, assignment scheduling, class comments, personal comments, and grading features. The collaboration feature contained in Google Classroom is one of the most useful features because teachers can collaborate between one application and another application, which will make learning more effective. For example, teachers can collaborate Google Classroom learning with Google Docs, which later the features in Google Doc can also be used for the learning process so that learning can collaborate with various learning media that can train the technological skills of teachers and students (Salsabila et al., 2024).

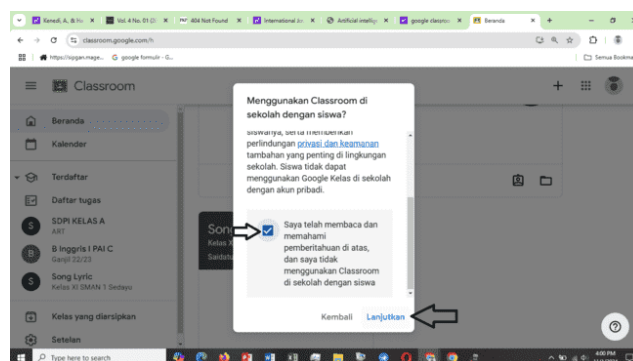
The use of Google Classroom learning media can increase the effectiveness of Islamic religious education learning by maximizing the various features contained in it. The use of Google Classroom in online learning can train students in collaboration, discussion, learning independence, and discipline. Various learning activities that occur in Google Classroom will also be automatically saved so teachers can see the progress of student development.

1. Teachers must already have a Google account and log in using a Google account, then log in to the Google Classroom website or application



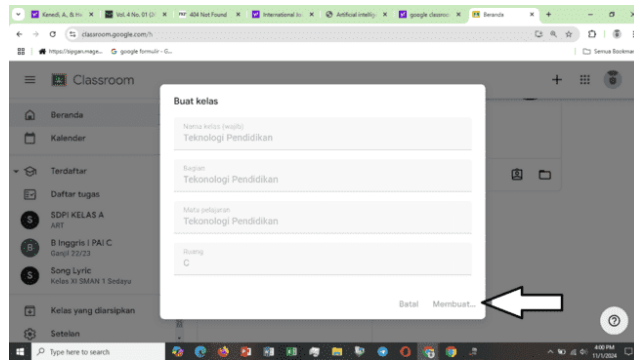
Picture 1. Class Creation
Source: Author Screenshot

2. Click “Class Creation”



Picture 2. Class Creation Approval
Source: Author Screenshot

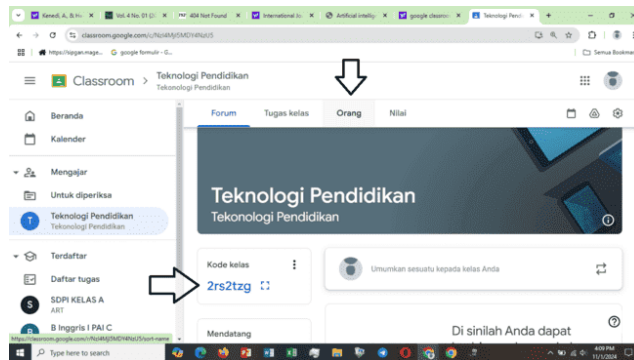
3. Check list & next



Picture 3. Class Creation Approval

Source: Author Screenshot

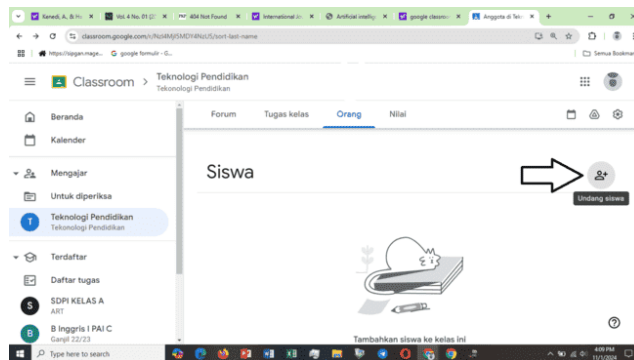
4. Fill in all the columns, then click on the section designated by the child above



Picture 4. Filling in The Class Name

Source: Author Screenshot

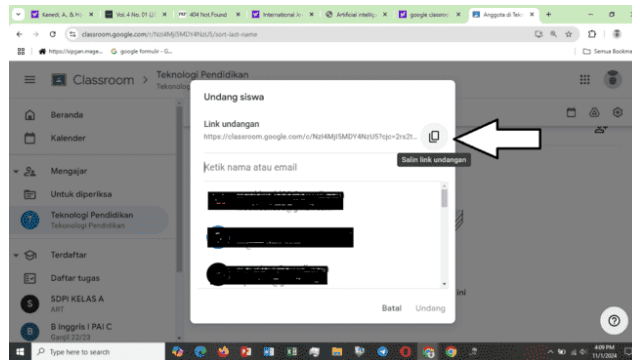
5. To invite students, teachers can provide a class code or invite students by clicking on the "people" menu



Picture 5. Pointer Icon to Invite Students

Source: Author Screenshot

6. Click the menu "Invite Students"

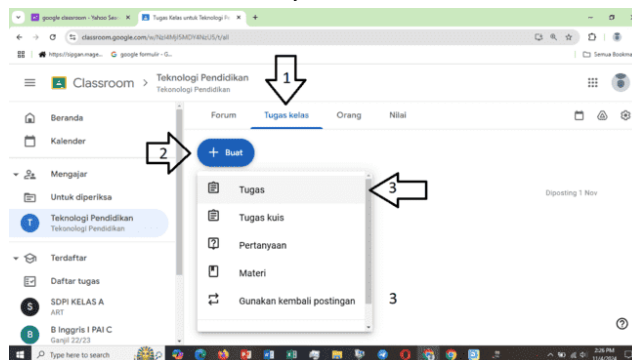


Picture 6. Share Class Button for Students

Source: Author Screenshot

7. Teachers can share the class link as indicated in the image and share it with students via WhatsApp group, telegram, email, through student contacts

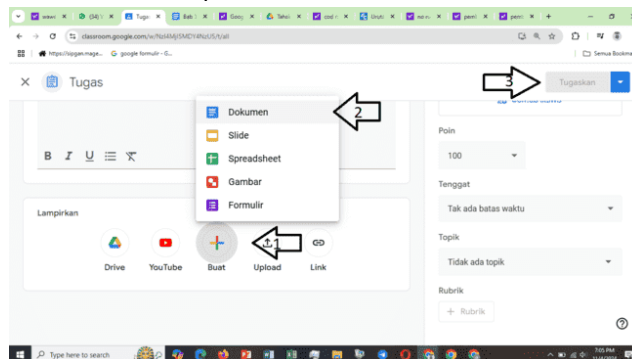
A. **Utilization of Google Docs for Collaboration:** Google Docs allows teachers to create assignments that students can work on collaboratively. Teachers can set access permissions so that students can contribute, edit, or just read documents.



Picture 7. Collaboration on the Google Classroom platform

Source: Author Screenshot

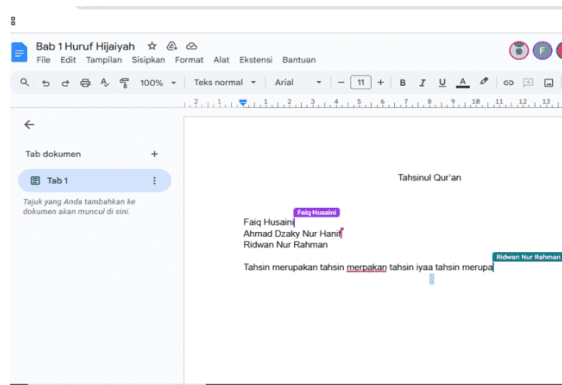
1. First, click on the text that says "Classwork", click "+ Create", click "Assignment"



Picture 8. Task Creation for Collaboration

Source: Author Screenshot

2. Scroll to the bottom, click the section designated by arrow number one, click on the document, and then we will be directed to Google Docs on the email drive we use (For the name and title of the document, we can fill in first). We can go straight back to Google Classroom and click on "Assign," which arrow number three indicates.

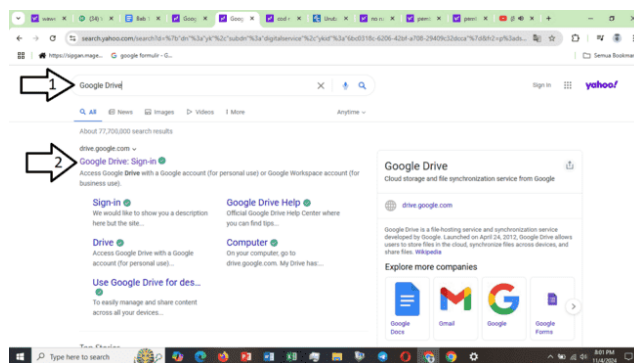


Picture 9. Assignment to Students

Source: Author Screenshot

3. In Google Docs in Google Classroom assignments, we can see how students fill out the Google Docs we created

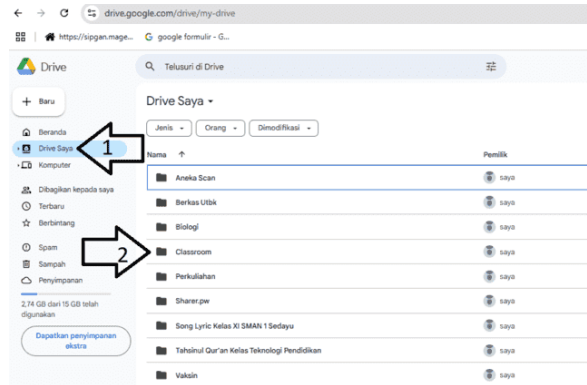
B. Storage and Sharing of Materials via Google Drive: Google Drive provides storage space for learning materials, including modules, e-books, and assignments. Teachers can upload materials once, and students can access them at any time, supporting a flexible learning model.



Picture 10. Collaborate with Google Drive

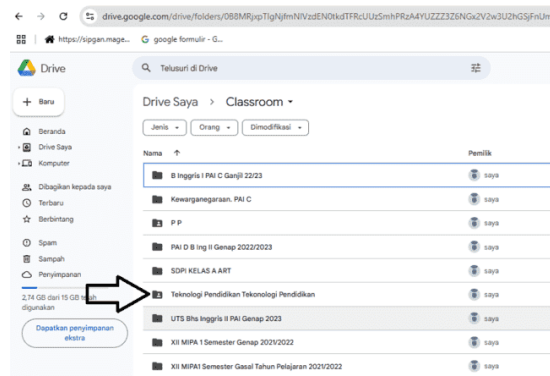
Source: Author Screenshot

1. Opening Google Drive can be done by writing "Google Drive" in the search field and then clicking as indicated by arrow number two



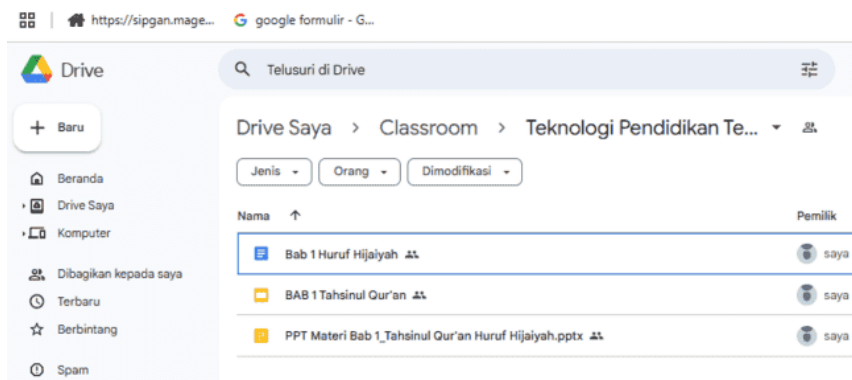
Picture 11. Open Google Classroom in Google Drive
Source: Author Screenshot

2. After logging in, select the "My Drive" menu, which is indicated by the number arrow



Picture 12. Choose a Class in Google Drive
Source: Author Screenshot

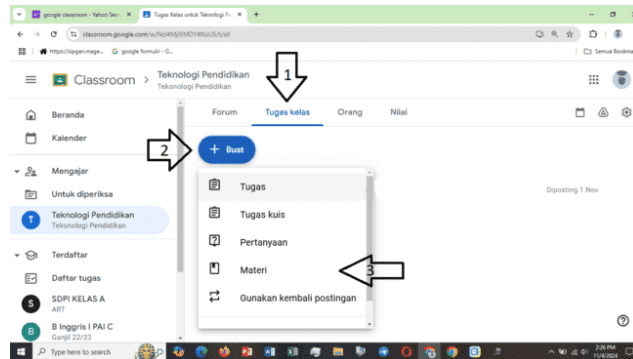
3. Search for a folder named "Classroom" automatically exists when we create a Google classroom account using the same Google account



Picture 13. Google Classroom files in Google Drive
Source: Author Screenshot

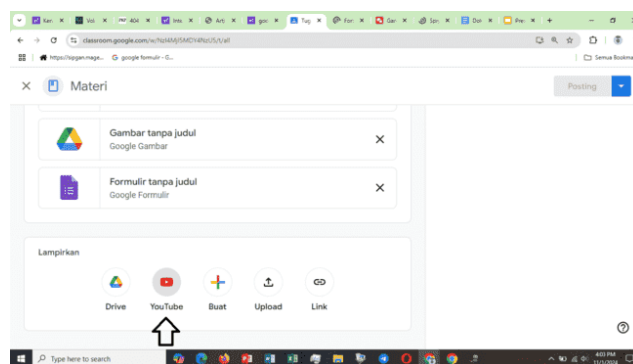
4. We can see everything we upload on Google Classroom in real time and watch all the developments that happen to the files we set up to be able to collaborate

C. Video-Based Learning with YouTube: Google Classroom allows integration with YouTube, where teachers can embed learning videos as part of an assignment or material. These videos can be concept explanations, tutorials, or lecture recordings that support student comprehension.



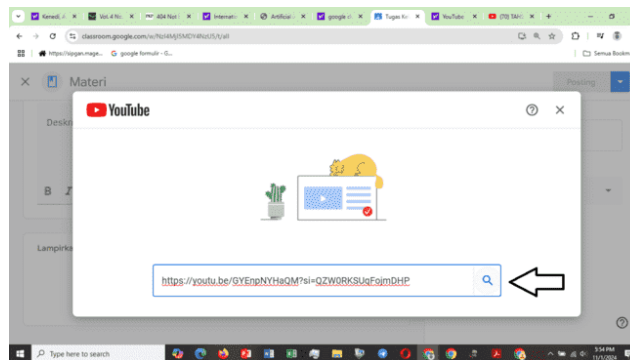
Picture 14. Link Google Classroom with YouTube
Source: Author Screenshot

1. First, we enter the "Classwork" menu and then "+ Create." Here, we can select this as the task and part as well as the material and part. We are here to give an example of "Material."



Picture 15. Select the YouTube icon
Source: Author Screenshot

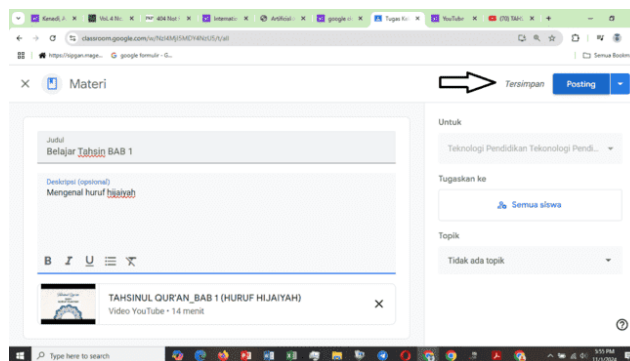
2. Click on the icon that says "YouTube"



Picture 16. Copy the YouTube link in the Column Provided

Source: Author Screenshot

3. Fields using the video link we use from YouTube

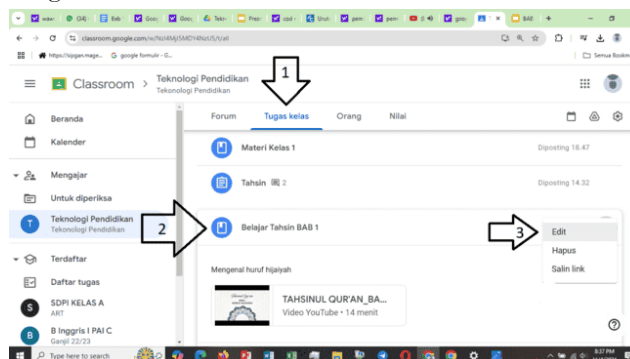


Picture 17. Post YouTube videos on Google Classroom

Source: Author screenshot

4. Make sure the video is correct. If it is correct, click "Post," and the material will be uploaded

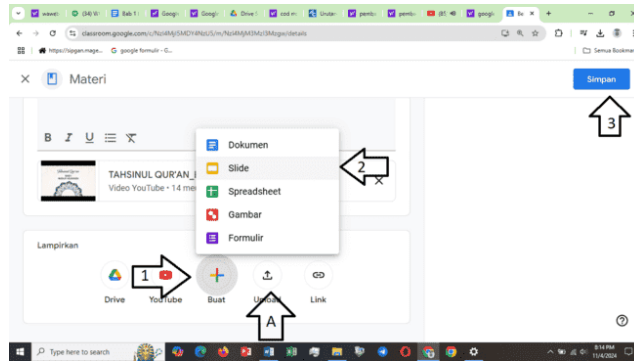
D. Interactive Presentations with Google Slides: Google Slides is used to create interactive and engaging presentations. Teachers can share slides with students before or during a class session, allowing students to follow the material in a more structured manner.



Picture 18. Google Slides Collaboration

Source: Author Screenshot

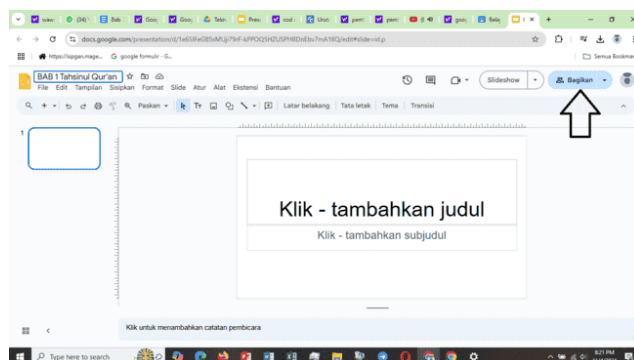
1. In the "Classwork" menu, we can also add Google slides to the material we have added or as new material. Here, we give an example to add to the material that we uploaded before. Select the material we want to add, such as on the arrow number two, then hover the cursor on the icon to the right of the material. Click the edit menu.



Picture 19. Select the Slide Icon

Source: Author Screenshot

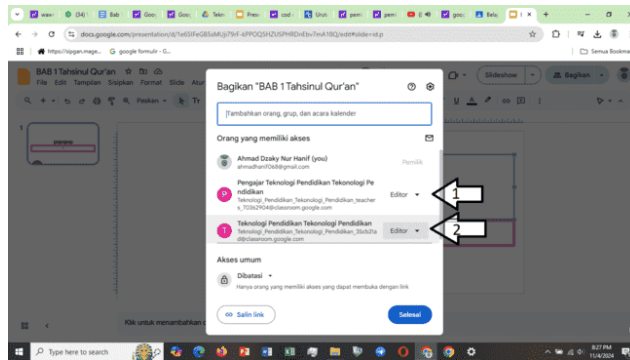
2. Scroll on the attachment section. We can attach the existing material to the upload menu, such as the arrow icon with the letter A. If we want to be more interactive, we can select the "+" icon and select "Slide." After that, we will be directed to Google Slides, and we can edit it first, then return to Google Classroom, click save as shown in the arrow number three



Picture 20. Select the Share Icon

Source: Author Screenshot

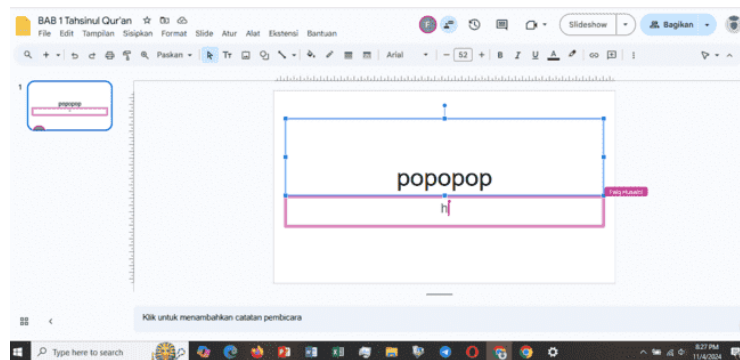
3. Click "share"



Picture 21. File Editor Terms

Source: Author Screenshot

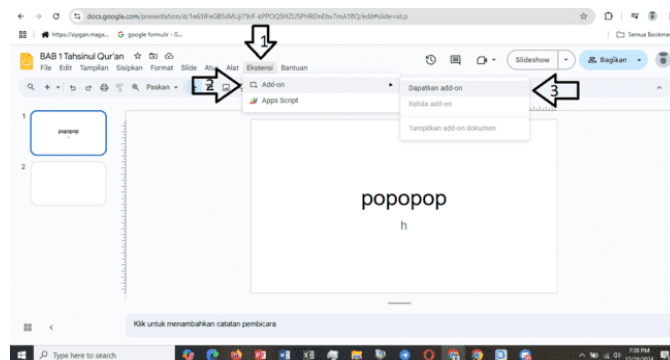
4. In this section, we can choose three options: students can only view, comment, and even edit. In the comment option, students can only leave comments, but if the teacher wants to be able to interact with the student more and free it, then the teacher can make it all as an editor.



Picture 22. Student Sooperation

Source: Author Screenshot

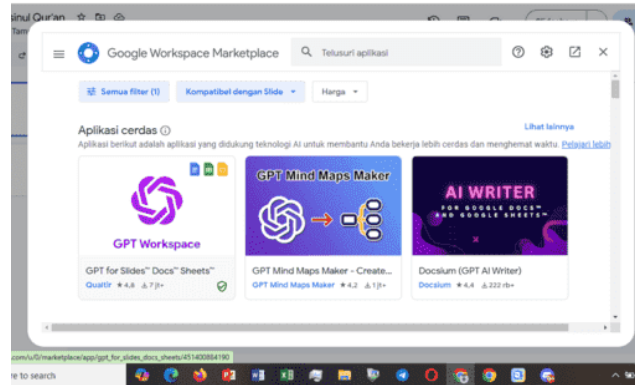
5. For example, students can fill in each other's Google slides created if we select all class members as editors.



Picture 23. AI Extension in Google Slides

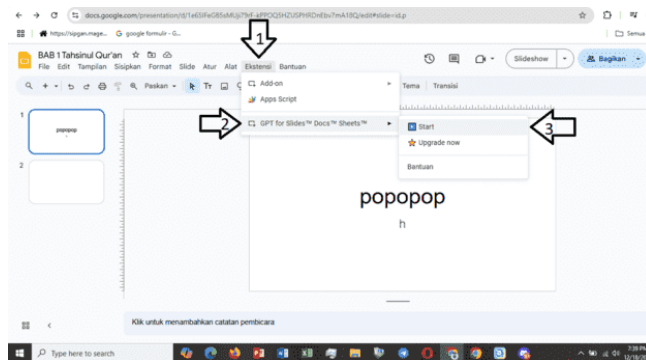
Source: Author Screenshot

6. We can also elaborate on Google Slides with AI by selecting the Extensions menu, then selecting Add-ons, and then clicking Get Add-ons.



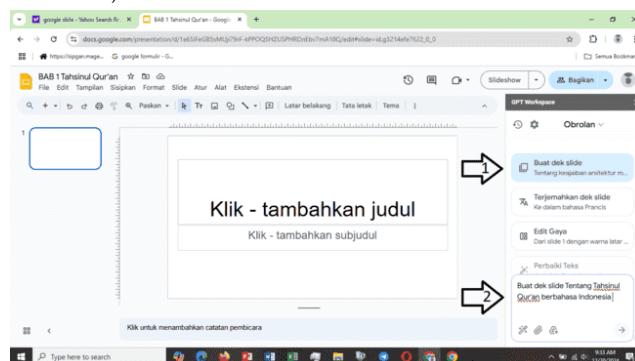
Picture 24. AI Extension in Google Slides
Source: Author Screenshot

7. Then, various AI options will appear that we can add. Here, we select the leftmost option as an example, which is "GPT for Slides," to create slide material automatically.



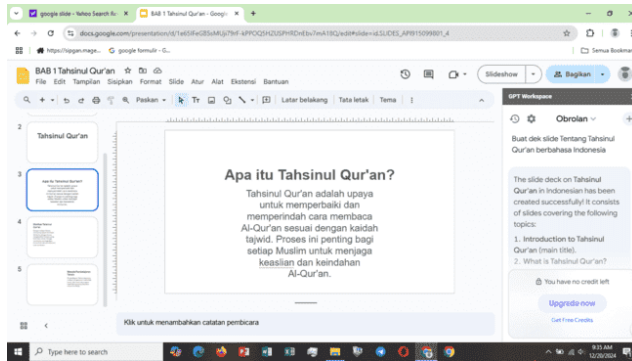
Picture 25. Google Slides Extension Steps
Source: Author Screenshot

8. To use the AI feature, we can follow the steps above: select the Extensions menu, then select "GPT for Slides," then click Start



Picture 26. GPT Workspace
Source: Author Screenshot

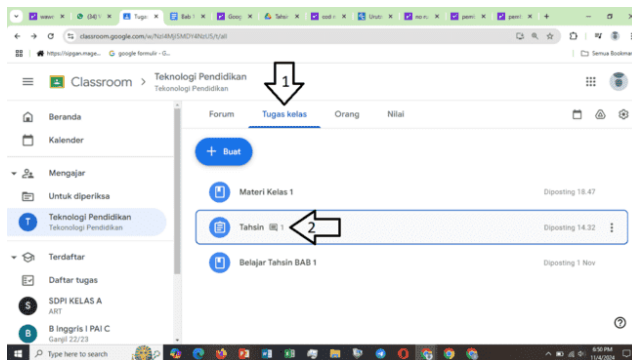
9. A GPT Workspace bar will appear on the right side of the screen. To create an automatic slide deck, we can write a prompt in the number two arrow column. For example, we wrote a prompt, "Create a slide deck about Tahsinul Qur'an in Indonesian".



Picture 27. AI Results in Google Slides
Source: Author Screenshot

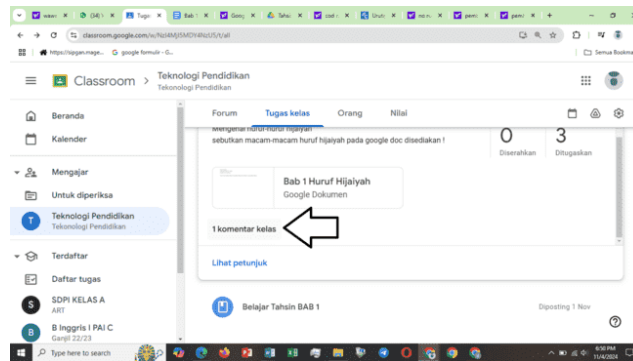
10. The material will be immediately filled, as shown in the image above

E. Evaluation and Feedback: Teachers can assign assignments in a variety of formats and utilize the quiz feature for evaluation. Google Classroom also provides a comment room for feedback, which helps students understand their strengths and weaknesses.



Picture 28. Classwork
Source: Author screenshot

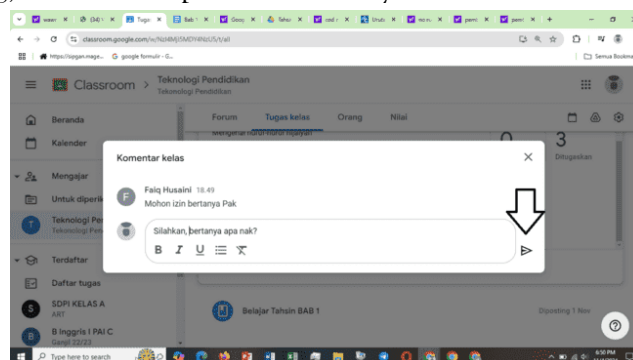
1. In the "Classwork" menu, we can see the section where the student's comments are clearly visible. We click on it as indicated by the arrow number two.



Picture 29. Class Comments

Source: Author Screenshot

2. After clicking, scroll to the part indicated by the arrow and click on the section



Picture 30. Submission of Class comments

Source: Author Screenshot

3. Then a class comment will appear and we can reply by filling in the column and then sending it by clicking on the icon indicated by the arrow.

That's a discussion about how to use Google Classroom, especially for teachers, to make it easier for them to operate the platform.

The use of the Google Classroom platform is linked or elaborated with various other digital platforms such as Google Docs, Google Drive, Google Slides, and YouTube. Both offline and online learning that elaborates education that still uses digital technology has its own disadvantages and advantages. The advantages that Google Classroom has as a learning medium that can be used both offline in the classroom and the network outside the classroom through the Internet platform can be mentioned as follows:

- a. Google Classroom is an online platform that is easily accessible because, nowadays, everyone has a mobile phone, so they can easily access Google Classroom anywhere and anytime (Harjanto & Sumarni, 2019).
- b. It makes it easier for teachers to control learning and assign assignments remotely.

- c. The Google Classroom platform makes it easier to work on assignments in groups so that teachers can monitor students in group discussions (Widyantara, 2020).
- d. The use of Google Classroom can also save time for teachers in giving and receiving assignments to students (Paraso et al., 2022).
- e. It has a variety of features that are useful for both teachers and students (Salsabila et al., 2024).
- f. It makes it easier for teachers to store teaching materials (Harjanto & Sumarni, 2019).
- g. Google Classroom can collaborate with other platforms so that it can be useful more widely in learning (Thahir, 2021).

In addition to having various advantages, Google Classroom also has several disadvantages, including:

- 1) The disadvantages that are often encountered in the use of Google Classroom are limited network problems and limited quotas for both teachers and students (Mahardini, 2020).
- 2) Need more understanding of the Google Classroom system for teachers (Ashoumi & Shobirin, 2019).
- 3) Low internet speed is also an obstacle in the use of Google Classroom (Graham & Borgen, 2018)
- 4) Teachers find it difficult to control students' honesty in collecting assignments in Google Classroom (Graham & Borgen, 2018)
- 5) Teachers lack understanding regarding the use of online media, in this case, Google Classroom, so the researcher wrote this article to make it easier for teachers to access Google Classroom.

The results and discussion above reveal that Google Classroom is a platform that can be used in the PAI learning process. Google Classroom can make it easier for teachers to deliver material and assign assignments to students. In addition, Google Classroom can also be a medium for storing teaching materials and student learning outcomes in the form of assignments (Salsabila et al., 2024).

CONCLUSION

Based on the discussion above, it can be concluded that the use of technology in education, especially in Islamic Religious Education (PAI) learning, is very important to adapt to the times and improve the quality of learning. The use of technology-based learning media, such as Google Classroom, provides convenience and effectiveness for teachers and students in the learning process. Islamic Religious Education aims to instill, strengthen, and develop Islamic values in students' daily lives. Therefore, effective education requires various approaches and media that are in accordance with the times. Teachers, as facilitators, must be able to find relevant learning strategies and utilize learning media that support the achievement of these goals. One of the media that is very helpful in this regard is Google

Classroom, which has been proven to increase student learning motivation and make the learning process easier.

In the era of the Industrial Revolution 4.0 and Society 5.0, technological developments such as Artificial Intelligence (AI), the Internet of Things (IoT), and Big Data provide new challenges for the world of education. The digital native generation, who are very close to technology, expects a more engaging and interactive learning experience. Therefore, conventional learning that only relies on textbooks and lectures needs to be replaced with more modern and dynamic methods, such as using Google Classroom, which is integrated with various other applications such as Google Drive, Google Docs, YouTube, and Google Slides. Google Classroom allows for easier collaboration between teachers and students. Features such as tasks, comments, and collaboration with other apps support more effective interactions. The use of media such as Google Docs allows students to work together on assignments, while Google Drive provides storage space that can be accessed at any time. In addition, Google Classroom also allows integration with YouTube for video-based learning that can help students understand the material being taught.

Google Slides also allows teachers to create interactive presentations that can be shared with students. By using extensions like "GPT for Slides," teachers can leverage AI to automatically create material, such as creating slides on the topic of *tahsinul Qur'an*. This shows that technology can help teachers in creating more creative and efficient learning materials. With Google Classroom, the learning process becomes more flexible and structured, and it provides opportunities for students to be more independent in learning. However, while Google Classroom offers various advantages, such as ease of access, efficiency in managing assignments, and the ability to collaborate across platforms, there are still some drawbacks. Limited network problems, internet quotas, and teachers' difficulties in controlling students' honesty in collecting assignments are challenges that need to be overcome. In addition, teachers are required to have a deep understanding of the use of Google Classroom to maximize its benefits.

Overall, Google Classroom is a very useful tool for learning Islamic Religious Education, both online and offline. By leveraging various features and integrations of other applications, teachers can create learning experiences that are engaging, efficient, and in accordance with the needs of today's digital generation. In the future, teachers need to continue to improve their creativity and understanding in using technology in order to optimize the learning process and achieve better educational goals.

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