COMPARISON OF LEARNING OF ISLAMIC RELIGIOUS STUDIES AND MORAL EDUCATION THROUGH GOOGLE CLASSROOM AND REGULAR CLASSROOM ON ACADEMIC ACHIEVEMENTS OF PRIMARY EDUCATION STUDIES STUDENTS IN FEDERAL COLLEGE OF EDUCATION KATSINA

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Abstract

This study was carried out to compare the learning of Islamic studies and moral education through google classroom and regular classroom on academic achievements of students of primary education studies department in Federal College of Education Katsina. The study employed quasi experimental research. The population of this study consisted of two hundred and sixty-two (262) NCE II students, of primary education department in federal college of education Katsina. One hundred and forty-seven (147) students were sampled to be used for google class and one hundred and fifteen (115) were used for regular class. Islamic Studies and moral education Achievement Test (ISMEAT) was developed by the researchers to collect data for the study, the researcher divided the class into two regular and google, the researcher tried to ensure that both groups and conducted the same test of similar topics. At the end, the researcher prepared a final test paper that covered the entire topic and tested the students' understanding of the topic. The regular group conducted the test physically while the google group conducted the test in an on-line format on the website www.examus.com. The result of the test will be presented quantitatively. Independent sample t-test is going to employ to examine the influence of different learning styles with the significance levels were set at $p < 0.05$ for all analyses. Quantitative data were analyzed using SPSS. The result of the study showed that, there is a significant difference in the performance of students taught using google classroom and those taught using regular classroom with a significant value of 0.004. Based on the findings it was recommended that, there is need for stakeholders in the education sector to change their mind-sets from the conventional teaching approach to google/online driven methodology/technology.

Keywords: Islamic Religious Studies, Moral Education, Google Classroom, Regular Classroom, Academic Achievement

Introduction

In this 21st century, the term "technology" is an important issue in many fields including education. This is because technology has become the knowledge transfer highway in most countries, technology integration nowadays has gone through innovations and transformed our societies that has totally changed the way people think, work and live (Grabe, 2017). As part of this, schools and other educational institutions which are supposed to prepare students to live in "a knowledge society" need to consider ICT

integration in their curriculum (Ghavifekr, Afshari and Amla Salleh, 2019).   In today's contemporary world vis-à-vis the educational system, there is an emerging trend by developing countries to using online learning platforms for their educational institutions (Sife, Lwoga, & Sanga, 2017). Nations venturing into online learning is a clear manifestation of steps to coping developed nations that have been practicing this trend since its emergence in late 1980s (Miller et al., 2013). This is because, the developed nations have widely accepted the concept and practice of online learning in their countries (Pathan, Khan, & Hassan, 2015). Where developed countries were competing on tracking and fixing the multitudes of factors in ICT for smooth human interaction in a right proportional volume and values, only few of the developing countries are struggling with production of basic ICT indicators (Chiemeke and Longe, 2017). On the context of integration of Google classroom into the teaching and learning of Islamic studies concepts, teachers or students must have perceptions that Google classroom is useful in helping in the teaching and learning process, as its ease of use they will intend to use it when needs arise. Nowadays, students are are exposed to technology on a daily basis. This can lead them to be more independent (Hidayat, Prasetiyo & Wantoro, 2019).

Nigeria is recorded to have assimilated ICTs lately with its 2001 adoption of Nigerian National Policy for Information Technology, the policy marked a great step in its application of ICTs to every aspect of life of its citizens; this means the designed policy provides recognition to ICT in the national development Immediately after the establishment of National Information Technology Policy, the Federal Executive Council (FEC) approved its implementation but yet, Nigeria is not among the 12 Countries in Africa that completed their national information and communication infrastructure (NICI) plans development in 1999 which till date, there is no evidence of its completion Today in Nigeria, the institutions that are recorded to have been successfully conducting most of their academic activities using any form of ICT are insignificant in comparison with the number of the institutions we have in the Country education.

Islamic Religious Studies and Moral Education is a subject learned by students about matters in Islam. Such as the life history of prophet Muhammad, pre- Islamic Arabia (*Jahiliyya period*), concept of Iman and pillars of Islam, purification, introduction to the Qur'an, introduction to the hadith, virtues that society expects its members to demonstrate, some selected chapters and verses from the holy Qur'an, Islamic history (history of companions, development of hadith literature, introduction to Islamic family law, Islamic philosophy, Islam in Nigeria: spread and development, teaching of Islamic studies in primary schools, establishment and development of qur'anic and Islamic system of education in Nigeria. As there is a great shift in terms of education in Nigeria teaching of Islamic studies is currently faced with various developments that make it necessary to make changes and improvements so that it is able to make adjustments to these changes (Basyar, 2018). The development of information and communication Technology is a challenge for Islamic education, especially in facing the era of globalization which has been able to systematize distances and times between various countries in the exchange of information and knowledge, especially in the field of Islamic education. This current study sought to compare the learning of Islamic Religious studies and moral education through google classroom and regular classroom on academic achievements of students in primary education studies department, Federal College of Education Katsina.

Statement of the Problem
The practice of Google Classroom by teachers of higher institutions of learning in Nigeria is hoped to significantly improve skills and enabling environment for online learning that promotes education. Google classroom is an online learning tool by google, it can be equally referred to as eLearning tool which signifies that, a mediating channel is used for collaboration between the facilitators and students, that is normally practiced physically or completely media based (Valentine, 2002). This was as a result of some

militating factors that, it is due to the fact that access to basic equipment, internet connectivity, participation in ICT development and involvement in software were recorded to be low in Africa conservative nature of most educational stakeholders, poor governance and inefficient deployment of the requisite technologies necessary for distance education in Nigeria compelled it to remain in its embryonic phase till date going by the aforementioned statements, one can agree that the status of Nigeria with respect to online education remain clear evident that, while online learning has been ongoing as the agenda of the day, the growth rate varies from one country to another and these variations were attributed to some key factors such as financial, economic, geographical advantages and above all infrastructures, which affect the learners, instructors and the academic institutions at large. On the other side the traditional face-to-face method is still preferred by some teachers and students and it may lead to the unsuccessfulness of teaching and learning process Abid Azhar & Iqbal (2018). Hence, there is a need to conduct the current study to compare the learning of Islamic Religious studies and moral education through google classroom and regular classroom on academic achievements of students in primary education studies department, Federal College of Education Katsina.

Objectives of the study

The major objective of this research is to compare the learning of Islamic Religious studies and moral education through google classroom and regular classroom on academic achievements of students in primary education studies department, Federal College of Education Katsina. While the specific objectives are:

1.   To determine the capability of google classroom and regular classroom towards learning of Islamic Religious studies and moral education

2.   To compare the achievement of students in learning of Islamic Religious studies and moral education through google classroom and regular classroom

Google Classroom

Google Classroom is a Google Apps for Education (GAFE) feature that was released on August 12, 2014. Google Classroom is a web-based way of creating virtual classrooms. Google Classroom can be used to transfer assignments, collect them, and even grade them (Shahroom and Hussin, 2018). Google Classroom is a free option which is available to anyone who creates a Google Application for Education account. (Soliman, 2014). Google is a popular Web 2.0 tools that offers a lot of interesting facilities and applications. It, like many other Web 2.0 tools, has potential for teaching and learning because of its unique built-in functions that offer pedagogical, social and technological affordances. Google Classroom is a new tool introduced in Google Apps for Education in 2014. This classroom facilitates the teachers to create and organize assignments quickly, provide feedback efficiently, and communicate with their classes with ease.

Regular classroom

Regular classroom is a Synchronous learning environment is a learning environment where students attend live lectures, there is real-time interaction between teachers and students, and there is the possibility of instant feedback. It is also known that synchronous learning can provide an opportunity for social interaction (McBrien, Cheng, & Jones, 2019).

Comparison of the learning of Islamic Religious Studies and Moral Education through google classroom and regular classroom on academic achievements of students

Yadu Prasad Gyawali (2021), conducted a study to explore the perceptions of learners towards Google classroom as an alternative learning management system and the experience of the instructor on the use

of google classroom in the pan- demic of Coronavirus to explores an essence of alternative modes of teaching-learning practices during pandemic in higher education institutions and to determine the efficacy of implementing education through teaching methods in the Covid 19 season. The research adopted a two-cycle trial, referred to as cycle I and cycle II. The results of the data are compared to the cycle of learning implementation. The results of the study describe blended learning, Google classroom as an alternative process of teaching English, and Google classroom as a process of teaching blended learning. Cycle I result are on average lower than Cycle II results in terms of learning (69 to 100 percent), active student (27 to 100 percent), accomplishments (89 to 96 percent), learning process (70 to 100 percent), complete score (25 to 86 percent), not complete ye (75 to 12 percent), and success (45 percent to 75 percent) Use of Google Classroom helps improve the average achievement of students enrolled in English education departments. The research concludes that this application is capable of operating effectively, assisting lecturers and students enrolled in English language education study programs in carrying out the learning process more intensely.

Abd. Syakur , Sugirin and Widiarni (2020), conducted a study on how the four language skills namely Listening, Speaking, Reading and Writing (LSRW) can be enhanced using a Learning Management System (LMS) like Google Classroom. The study also intends to analyses the outcome and impact of using Google Classroom among English as Second Language (ESL) learners via graded assessments and activities. The study identifies the advantages and disadvantages of using Google Classroom in an ESL classroom. Based on the feedback received from the students in a language classroom, the study identifies that Google Classroom encourages an advantageous, interactive, and learner-centered environment and turns out to be an effective alternative for the traditional teacher-centered chalk and talk classrooms. The general observation from the sample population is that using Google Classroom a teacher can keep track of the gradual progress of students through assignments and questionnaires. The learners, on the other hand, find in Google Classroom an effective medium to profuse their creativity and a promising platform to undergo advanced language learning activities in future (Senad Orhani, 2021).

This study aims to investigate students' perceptions regarding the use of Google Classroom in the subject of mathematics. With Google Classroom, teachers can create virtual classrooms, set tasks, evaluate, comment, and view student works in real time. The research aims to identify students' perception of the Google Classroom application in the subject of mathematics. The sample selected for this research was a deliberate sample and represents 55 students of the preschool program from the Faculty of Education at the University "Fehmi Agani" Gjakova. The methodology used in this research is the mixed method, where quantitative and qualitative methods are combined. The data were collected through questionnaires that served to understand students' perceptions on the use of Google Classroom and this data was analyzed and interpreted to answer the questions and hypotheses presented in this research. Research findings show that students have positive perceptions on using Google Classroom in math.

Methodology

This study employed quasi experimental research. The population of this study consisted of two hundred and sixty-two (262) NCE II students, of primary education department in federal college of education Katsina. One hundred and forty-seven (147) students were sampled to be used for google class and one hundred and fifteen (115) were used for regular class. Islamic Studies and moral education Achievement Test (ISMEAT) was developed by the researcher to collect data for the study, the researcher divided the class into two regular and google, the researcher tried to ensure that both groups and conducted the same test of similar topics. At the end, the researcher prepared a final test paper that covered the entire topic and tested the students' understanding of the topic. The regular group conducted the test physically while the google group conducted the test in an online format on the website www.examus.com. The result of the test will be presented quantitatively. Independent sample t-test is going to employ to examine the influence

of different learning styles with the significance levels were set at p < 0.05 for all analyses. Quantitative data were analyzed using SPSS.

Data Presentation

This study will present the data analysis of research quantitatively. Independent sample t-test is going to employ to examine the influence of different learning styles with the significance levels were set at $p < 0.05$ for all analyses. Quantitative data were analyzed using SPSS.

Table 1: Capability towards google classroom and regular classroom

S/N	Variables	Percentage
1	Google Classroom	56% approaches
2	Regular classroom approaches	44%

The table above presents quantitative analysis view of students on capability towards google classroom and regular classroom where the percentage for both google classroom learning approaches are 56% and 44% respectively. This preference is made by asking the students' capability of google classroom in the learning of Islamic Religious studies and moral education through google classroom and regular classroom.

Table 2: Percentage of success and failure for the two methods

	Google classroom		Regular classroom		Difference Percentage	Number
		Percentage				
Success	145	99.32	110	95.65		
Failure	2	0.68	5	4.35	3.67 **Total** 147	115

The result above is a Scores for the two methods are collected and analyzed using SPSS. Table shows that the mean of both approaches is slightly different, where the mean for google classroom is 79.31 and regular classroom is 74.86.

Table 3: Mean result for both approaches

	Method	Sample size	Mean
Scores	Google classroom	147	79.31
	Regular classroom	115	74.86

The table above is the sample mean result that will be used in performing an independent samples t-test to see whether there is a significant difference in mean between the two methods.

Table 4: Independent samples t-test

		Test for Equality of variances	T-		ʝuality of Mean:
		Sig.	**T**	**Df**	**Sig. (2-tailed)**
Scores	Equal variances assumed				
	Equal variances not assumed	0.272	2.900	260	0.004
			2.842	222.953	0.005

The outcome in Table 4 shows the significant difference between the mean of the two ways with a significant value of 0.004. Therefore, we can conclude that the google classroom gives better result in students' academic performance.

Discussion of Findings

The result of the study showed that, there is a significant difference in the performance of students taught using google classroom and those taught using regular classroom with a significant value of 0.004. This finding is in line with the finding of Dennen & Wieland, (2017) in their study they state that online learning gives students more space to study at their convenience regardless of time and place to accommodate their learning needs. Besides, introvert and passive students need to step up their courage and be more progressive during class discussions to ensure that their class participation is noticed and their voices are heard. As there are many platforms available online for teaching and learning. Some students are lost as lessons shift all their course content and materials to their preferred online platforms as they need to get used to each of their lecturers' platforms. Mukasa-Lwanga (2018) concludes that "variations of web-based technologies used by individual lessons would derail the achievement of study objectives". Thus, the schools need to encourage their teachers to use the institutions' respective elearning platforms as well as limit the number of online platforms used.

Conclusion

The result concludes a significant difference between the mean of the two ways with a significant value of 0.004. Therefore, we can conclude that the google classroom gives better result in students' academic performance. It is consistent with the findings of Duncan (2012), which recommend that online learning of the synchronous approach will give a better academic performance for the students. Students' selfdiscipline, as well as technology literacy and competency to adapt to the new environment, will determine whether online learning is a hit or a miss for them. They need to have a peer-like class that support each other, consistent and reliable help from lecturers as well as continuous discussion of the course throughout their studies (Dennen & Wieland, 2007). Based on the data collected and observations made by the researcher, the study therefore concludes that,

1. Google classroom promotes positive instructor student relationships as students feel connected to their peers and instructors.
2. It allows learners to gain instantaneous feedback from the instructor and their peers and Offers flexibility in which learners can learn at their own pace
3. Allows learners to engage more deeply with the study materials as they have more time to reflect on their ideas
4. Learners may miss out on important information if they have problems with the internet connection as synchronous support tools require high internet bandwidth to operate
5. Could lead to students' frustration with scheduling as they have to be online at a particular time

6. Learners who are not highly self-motivated may face a problem as this learning style requires them to be self-disciplined

7. Learners may feel isolated from the learning environment as social interactions with the instructors, and their peers are limited

Recommendations

Based on the findings the study recommended that,

1. There is need for stakeholders in the education sector to change their mind-sets from the conventional teaching approach to google/online driven methodology/technology.

2. There is need also for difficult concepts and practically oriented subjects and manipulative skills be simulated and lecture videos prepared appropriately and presented to create a motivating and interesting program to the learners.

3. Presentation skills need to be reinforced in order to facilitate flawless learning content that can be posted at the platform

4. Increased funding for data bundle and /or access to network be greatly extended to teachers so as to encourage the use of google in the teaching and learning process.

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